REPORT RESUMES

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BOARD OF HIGHER EDUCATION REPORT ON THE DESIRABILITY OF ELEVATING EAST CAROLINA COLLEGE TO INDEPENDENT UNIVERSITY STATUS.

BY- HILL, WATTS, JR. AND OTHERS

NORTH CAROLINA STATE BOARD OF HIGHER EDUC.,RALEIGH
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EAST CAROLINA COLLEGE'S REQUEST FOR UNIVERSITY STATUS STIMULATED NORTH CAROLINA'S BOARD OF HIGHER EDUCATION TO EVALUATE THE STATE'S NEED FOR AND ABILITY TO FINANCE ADDED INSTRUCTIONAL FACILITIES AND PROGRAMS AT THE DOCTORAL LEVEL THROUGH 1975, THE PRESENT ORGANIZATION OF HIGHER EDUCATION, AND THE INTEREST OF SEVERAL INSTITUTIONS IN BECOMING UNIVERSITIES. BASED ON THE FINDINGS OF THE VARIOUS STUDIES, THE FOLLOWING RECOMMENDATIONS WERE MADE--(1) AT PRESENT, THERE SHALL BE NO FUNDAMENTAL CHANGE IN THE STRUCTURE OF HIGHER EDUCATION IN NORTH CAROLINA, (2) NEED FOR SUCH CHANGE SHALL BE PART OF A LONG-RANGE STUDY TO BE COMPLETED IN AUGUST 1968, (3) EAST CAROLINA COLLEGE'S REQUEST SHOULD NOT BE GRANTED. THE SCHOOL SHOULD STRENGTHEN AND BROADEN ITS MASTER'S DEGREE PROGRAMS, AND (4) EAST CAROLINA COLLEGE AND OTHER 5-YEAR COLLEGES SHOULD HAVE SUFFICIENT RESOURCES FOR FULFILLING WITH DISTINCTION PROGRAMS APPROPRIATE TO THEIR PRESENT FUNCTIONS AS ESTABLISHED IN THE GENERAL STATUTES OF NORTH CAROLINA. (HM)

ED011694

BOARD OF HIGHER EDUCATION REPORT ON THE DESIRABILITY OF ELEVATING EAST CAROLINA COLLEGE TO INDEPENDENT UNIVERSITY STATUS

SPECIAL REPORT 1-67 (MARCH 1967)
NORTH CAROLINA BOARD OF HIGHER EDUCATION
RALEIGH, NORTH CAROLINA

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BOARD OF HIGHER EDUCATION REPORT ON THE DESIRABILITY OF ELEVATING EAST CAROLINA COLLEGE TO INDEPENDENT UNIVERSITY STATUS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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March 15, 1967

To Governor Dan K. Moore

and

The General Assembly of North Carolina

and

The Board of Trustees of East Carolina College

The Board of Higher Education transmits herewith its Report on the Desirability of Elevating East Carolina College to Independent University Status, the results of a study initiated in response to a resolution adopted by the Board of Trustees of East Carolina College on May 18, 1966. Also included, as Appendix D, is the report of consultants (Robert M. MacVicar, Chairman) to the Board of Higher Education.

This report has the unanimous approval of all members of the Board of Higher Education.

Respectfully submitted,

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I. INTRODUCTION AND BACKGROUND

The Board of Trustees of East Carolina College on May 18, 1966, adopted a resolution which recommended

> that the North Carolina Board of Higher Education study the desirability of elevating East Carolina College to independent university status, and that a report of the results of this study be made available before the convening of the 1967 North Carolina General Assembly.

On May 12, 1966, prior to the request from East Carolina College concerning independent university status, the initiation of a long-range higher education planning study by the Board of Higher Education, to be completed by August 1968, was announced by Governor Moore. He also indicated then and has since reiterated that consideration would be given in the long-range plan to the structure of the system of higher education and requested that no changes in the present system be made pending completion of the Board's long-range planning study. Also on May 12, Governor Moore urged each of the institutions of higher education to undertake concurrently their own studies and to develop institutional ten-year plans.

The East Carolina College request was discussed at length by the Board of Higher Education on June 10, 1966. It was the concensus that the Board

> should comply with the request within the framework of its long-range planning studies, with the assistance of a special committee composed of outstanding educational consultants. Concern was expressed that an adequate answer could not be given to the total question of university status before completion of the long-range planning study.

The Board of Higher Education originally set November 1966 as the target date for completion of this special study. Unforeseen difficulties in securing the committee of consultants account for the delay that has resulted.

It should be reemphasized that the Board of Higher Education has, since early May 1966, been engaged in studies which will result in a long-range plan for the development of higher education in North Carolina, to be completed by August 1968. The report that follows is not part of the long-range plan; it is the result of a special study undertaken in response to the specific request received from East Carolina College.

The report includes an evaluation of the current strengths and weaknesses of East Carolina College, and considers the State's need for and ability to finance additional instructional facilities and programs at the doctoral level through 1975. The report also includes discussion of the present structure of higher education in North Carolina, the interest of several other institutions in becoming universities, the creation in other states of "regional universities," and information concerning the consolidation of university-level work in North Carolina.

The interest of East Carolina College and other institutions in university status raises questions that relate to the structure of higher education in the State. The issues involved in this question are also discussed, followed by recommendations concerning the East Carolina College request.

Summary and Recommendations begin on page 33 of this report.

II. PRESENT STRUCTURE OF HIGHER EDUCATION IN NORTH CAROLINA

There are 70 colleges and universities in North Carolina, public and private--more than in any other state in the South except Texas. In fall 1966 these institutions enrolled 112,805 students. Preliminary projections indicate approximately 160,000 students in 1975.

There are 42 private institutions--14 junior colleges, 26 four-year colleges, one five-year college (Wake Forest), and one university (Duke). A large number of doctoral programs is offered at Duke University, and a small number, limited in scope, is offered by Bowman-Gray School of Medicine which is organically related to Wake Forest College.

The private colleges and universities in North Carolina in fall 1966 enrolled 45,470 students, or 40 per cent of the total enrollment in the State; in 1958 they enrolled almost 50 per cent. Projections for 1975 indicate that the percentage of the total that will be enrolled in the private institutions will further decrease to 34 per cent, or approximately 55,000 students. Although gross enrollments in private institutions will continue to increase, the percentage of the total enrolled in those institutions, in North Carolina and over the nation, is expected to continue to decrease.

There are 28 tax-supported higher education institutions in North Carolina--12 community colleges (plus one industrial education center, 18 technical institutes, and 13 extension units), seven four-year colleges, five five-year colleges, and four campuses of the University of North Carolina. Extensive doctoral programs are offered at the Chapel Hill and Raleigh campuses of the University, and doctoral programs in Home Economics and Education are offered at Greensboro. At the Charlotte campus a strong undergraduate base is being built preliminary to the introduction of master's and ultimately of doctoral level offerings.

The 28 tax-supported institutions in fall 1966 enrolled 67,065 students (including students enrolled in college parallel programs in community colleges), or 60 per cent of the total college enrollment in the State. Enrollment in these tax-supported institutions is expected to increase to 105,000 by 1975, or 66 per cent of the total.

Legal responsibility for higher education planning and the coordination of the system of higher education for the State rests with the State Board of Higher Education. Established by the 1955 General Assembly, the Board seeks the cooperation of other agencies and colleges, public and private, in developing a system of higher education that meets the State's ongoing and future needs, both in quality and quantity.

The Governor's Commission on Education Beyond the High School (the Carlyle Commission) in 1962 recommended that the tax-supported system of higher education consist of two-year community colleges at the base, four and five-year senior colleges offering no programs beyond the master's degree level, and the University of North Carolina at the apex with authorization to offer professional and academic programs through the doctorate and charged with major responsibilities for research in addition to teaching and public service functions.

These recommendations of the Carlyle Commission concerning a system of higher education were incorporated into legislation by the 1963 General Assembly, and this system was reaffirmed by the 1965 General Assembly. State law provides that doctoral programs may be offered only by the University of North Carolina, and sets forth procedures and standards for the establishment of additional campuses of the University.

III. THE CONSOLIDATION OF UNIVERSITY LEVEL INSTRUCTION IN NORTH CAROLINA

The concept of a single State-supported university composed of several campuses, governed by a single board of trustees, and administered by one president was enacted into law by the Legislature of 1931. Prior to that time the State-supported institutions of higher education operated independently, each unilaterally pursuing its own conception of the public interest and thereby planning its own educational programs and setting its own goals for the future. Little effective coordination existed and extensive and growing duplication of work in undergraduate, extension, and graduate programs resulted.

The Consolidated University was formed by uniting three institutions--The University of North Carolina, chartered in 1789 and recognized as one of the leading American universities; The North Carolina State College of Agriculture and Engineering, the land grant institution founded in 1887; and The North Carolina College for Women, established in 1891. The single university was designated The University of North Carolina and it was expected that the Consolidated University would effect important economies and strengthen academic programs by reducing unnecessary duplication.

When Governor Terry Sanford created the Governor's Commission on Education Beyond the High School in September 1961, it was assigned the following functions: "to identify and define the State's needs in higher education and other education beyond or in lieu of the high school," and "to recommend the most efficient plans and methods of meeting those needs."

The Commission was also given certain specific questions as guidelines for beginning its study. Among these was a significant query as to whether the need for higher education facilities in the more populous areas should be met by establishing additional campuses of the University in those areas. This issue subsequently gave rise to much study and deliberation on the part of both the Commission and the Board of Trustees of the University, and it led eventually to a study of the need for another University campus in the Mecklenburg County area.

In accordance with the recommendations of both the Governor's Commission on Education Beyond the High School and the Board of Trustees of the University, the General Assembly of 1963 in the "Act to Promote and Encourage Education Beyond the High School in North Carolina" adopted a procedure for the expansion of the University by amending Section 1, General Statute 116-2 to include the following:

> 116-2.1. Establishment of additional campuses of the University. -- The procedure and standards for the establishment of an additional campus or campuses of The University of North Carolina shall be as follows:
>
> (1) Whenever the Board of Trustees of The University finds that there may be a need for an additional campus or campuses of the University, the Board shall direct that a study be made of the relevant educational needs of the State, such study to take particular account of the relevant educational needs of the area or areas of the State designated by the Board of Trustees.
>
> (2) The Board of Trustees of The University shall give careful consideration to the report on the aforementioned study of educational needs, and if the Board finds
>
> a. that sufficient educational needs exist to justify the establishment of an additional campus or campuses of the University, and

b. that it appears probable that sufficient additional funds can be made available to establish and maintain such additional campus or campuses without impairing the quality and extent of the instructional and research programs at the existing campuses of The University, then the Board of Trustees shall establish such additional campus or campuses at a place or places designated by the Board, subject to

a. the approval of the North Carolina Board of Higher Education, and

b. the approval and provision of adequate financial support for the proposed additional campus or campuses by the General Assembly.

(3) The standards and criteria prescribed by the Board of Trustees of The University for the existing campuses of The University shall apply to any additional campus or campuses of The University which may be established.

From the above, it is thus obvious that the approval of any institution for university status, apart from the Consolidated University, would require a major change in the system of higher education as presently constituted by statute.

The application of the above procedures and standards in the study that led to the establishment of the University of North Carolina at Charlotte is set forth in detail in Appendix A.

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IV. INTEREST OF OTHER INSTITUTIONS IN "UNIVERSITY" STATUS

The 1963 General Assembly defined, and the 1965 General Assembly reaffirmed, the tax-supported system of higher education in North Carolina as consisting of the University (multiple campuses), senior colleges, and community colleges. The law states that "the University shall be the only institution in the State's system of higher education authorized to award the doctor's degree," (Appendix B) and sets forth procedures for the "Establishment of Additional Campuses of the University." Recently several institutions, in addition to East Carolina College, have formally indicated interest in becoming "universities," either separately from the University of North Carolina or within the existing legal framework. Comments concerning the positions taken by these institutions follow.

The Asheville-Biltmore College Board of Trustees adopted the following resolution on July 21, 1966:

> The Board of Trustees of Asheville-Biltmore College, convinced of the need in Western North Carolina for a campus of the Consolidated University of North Carolina, does, by this resolution, request the Board of Trustees of the Consolidated University of North Carolina and the State Board of Higher Education to examine the need for continued expansion of higher education facilities in Western North Carolina and to consider the advisability of converting Asheville-Biltmore College into a campus of the Consolidated University, which campus would be named The University of North Carolina at Asheville.

The Western Carolina College Board of Trustees on June 9, 1965, authorized the appointment of a faculty committee to study, among other things, "the general future course the institution should follow." The faculty committee submitted its report to the Board of Trustees on May 13, 1966, and recommended:

> That the Board of Trustees consider seriously the steps they should take toward the elevation of Western Carolina College to the status of an autonomous, regional university as studies in this report show such a move is logical and in consistency /sic/ with what is happening in the case of similar colleges in many other states and is an inevitable stage of development if Western Carolina College is to best serve this region of the state through programs specifically geared to the needs of its citizens.

The Western Carolina College Board of Trustees "unanimously approved the recommendation and requested the administration to proceed in accordance with the apparent availability of funds..." This official position was reaffirmed in a statement by the president which was authorized by the Western Carolina College Board of Trustees on December 8, 1966.

Appalachian State Teachers College has also shown an interest in becoming either a campus of the University of North Carolina or a separate university. The following resolution, adopted by the Board of Trustees in fall 1966, was transmitted to the Board of Higher Education on January 26, 1967:

> WHEREAS the Consolidated University of North Carolina has added Charlotte College to the System as the fourth campus; and
>
> WHEREAS the Governor and the State Board of Higher Education have called for a long-range (ten-year) plan from and for each state-supported institution of higher education; and
>
> WHEREAS considerable discussion is or has been going on about further expansion of the Consolidated University or the creation of other universities outside the present System; and

> WHEREAS the trustees of Appalachian State Teachers College are convinced of the need for an institution of university status and scope in the populous and fast-developing northwestern part of North Carolina;
>
> NOW, THEREFORE, by this resolution, the Board of Trustees of Appalachian State Teachers College requests the State Board of Higher Education to consider expanding Appalachian State Teachers College into a university either within or without the present Consolidated University of North Carolina. In the event it is deemed more feasible and advisable that the institution be added to the Consolidated University System, then by this same resolution request is made to the Board of Trustees of the Consolidated University of North Carolina to consider expanding Appalachian State Teachers College into a campus of the Consolidated University of North Carolina.
>
> BE IT FURTHER RESOLVED that the President of the College, acting for the trustees, file a copy of this resolution with the Board of Higher Education.

The questions raised above relate not only to the future development of the colleges named, but more importantly to the structure of the system of higher education in North Carolina. Before the aspirations of individual institutions for independent university status can be considered rationally and systematically, the State must decide whether it will continue to support the one university concept, or whether it will abandon that concept. This is a basic question that must of necessity take priority.

These evidences of interest in university status on the part of several institutions underscore the necessity of developing a comprehensive long-range plan for higher education in the State. It is to be expected that other institutions may also wish to be considered for future university status. It therefore becomes all the more important that major educational decisions be made within the context of a sound plan for the future development of higher education in North Carolina.

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V. DISCUSSION OF THE IMPORT OF "UNIVERSITY" IN AN INSTITUTION'S NAME

Over the nation, attempting to define what is meant by the word "university" is coming to be viewed as an exercise in semantics. Merriam-Webster's Third New International Dictionary, (Unabridged) (1964) lists a number of meanings of "college" and of "university."* The best definitions given of these words as applied to institutions of higher education are:

> College...An institution of higher learning typically accepting students who have completed secondary education, offering humanitarian as well as professional courses, and granting bachelor's and sometimes more advanced degrees.
>
> University...An institution made up of an undergraduate division which confers bachelor's degrees and a graduate division which comprises a graduate school and professional schools each of which may confer master's degrees and doctorates.

Clearly, the generally understood meanings of "college" and "university" are at best ambiguous: a college grants "bachelor's and sometimes [but not necessarily] more advanced degrees;" a university "may [but not necessarily] confer master's degrees and doctorates."

Among tax-supported institutions of higher education, the name "university" traditionally applied to the state university which also served as the state's land-grant institution, or to the separate state university. Among those where one institution is both the state university and the land-grant institution are the universities of Kentucky, Tennessee, Wisconsin, Illinois, Minnesota and Missouri. Where the state university and the state's land-grant college developed as separate institutions, the application of "university" in the name of the latter has in most cases been a recent development. Institutions which illustrate this separate development of state universities and land-grant institutions are the University of Michigan and Michigan State University, the University of Mississippi and Mississippi State University, the University of Alabama and Auburn University, the University of South Carolina and Clemson University, Indiana University and Purdue University, and Ohio University and Ohio State University.

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*Pages 445 and 2502

In a number of states, former teachers' colleges which later became known as state colleges have recently been designated "universities." In most such cases the changes have been in name only and not in function. Examples of this development are to be found in Wisconsin, Kentucky and Tennessee.

The University of Wisconsin now has two campuses (Madison and Milwaukee) and two additional campuses projected (Green Bay and Parkside), which will begin admitting students in 1969, plus eleven two-year Centers. There are also nine institutions in Wisconsin, formerly called state colleges, which in 1964 were designated as state universities. These nine institutions continue without changes in functions; all offer masters degrees in areas related to teaching, none offer work above the master's degree.

In Kentucky, the names of four former state colleges were changed in 1966 to Eastern Kentucky University, Western Kentucky University, Morehead State University, and Murray State University. They continue to offer work through the master's degree, and work with the University of Kentucky in a cooperative doctoral program in Education only. The same procedure has been followed recently in Tennessee, where most of the former state colleges have been designated as "universities" without changes in their functions.

The request from East Carolina College that it be elevated "to independent university status" is a request that the institution be given authority to offer doctoral programs. This fact differentiates this request from the situation as it obtains in several other states (such as those named above) where so-called "regional" universities have come into being. Generally speaking, the movement in designating former state colleges as "universities" has not been a reflection of fundamental changes in the functions of these institutions.

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VI. AN EVALUATION OF THE NEED FOR DOCTORAL LEVEL INSTRUCTION IN NORTH CAROLINA, 1967-76, AND FINANCIAL IMPLICATIONS*

Evaluation of the Need

In evaluating the need for additional university instruction at the doctoral level, the first consideration must be the student. There must be a broad selection of programs to meet the diverse needs of students. There must also be sufficient space to enable all who are qualified to receive the education they need. And the quality of instruction and curricula must be such that graduates will be well prepared to follow the careers they have chosen.

The second need which must be met is the need of the state and the nation. For example, if there is a shortage of engineers, more qualified students should be encouraged to study engineering.

Both needs must be met simultaneously.

In dealing with these broader considerations, three key questions are:

(1) What programs at the doctoral level are now available in North Carolina?

(2) What identifiable gaps (unmet needs) exist?

(3) What are the plans of the Consolidated University and the private institutions which offer doctoral degrees to expand current programs and add new ones?

In attempting to answer these questions the staff of the Board under the direction of the Board's subcommittee,* inventoried doctoral programs available in North Carolina; and consulted with the University Committee on Long-Range Planning (1) in identifying the gaps that exist, and (2) in ascertaining the University's plans to meet the predictable needs (See Appendix C and Tables I, II, III, and IV). In addition, the plans of Duke University and Wake Forest College were incorporated in the analysis.

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*The subcommittee of the Board of Higher Education appointed to consider need and financial implications consisted of Representative Gordon Greenwood, Dr. Hubert M. Poteat, Jr., Mr. J. Paul Lucas, and Senator Lindsay C. Warren, Jr.

Table I lists the programs that are available above the master's level in North Carolina public and private institutions, and with the number of graduates in each from 1960-1966. These programs are offered primarily at the Chapel Hill and Greensboro campuses of the University of North Carolina, North Carolina State University, Duke University, and in a limited number of medically-related areas at Wake Forest College. There are 151 major fields of study now offered on the four campuses of the University of North Carolina. They are set forth in Table II. In addition, teacher education programs not specifically identified in the table are available at the University at the bachelor's, master's, sixth year, and doctoral levels in all fields for which the North Carolina State Department of Public Instruction issues certificates.

Projections of the need for graduates of doctoral programs in North Carolina through the next decade and plans to meet those needs of private institutions and of the Consolidated University (the only public institution authorized by statute to offer doctoral programs) are presented in Table III. The projections took into consideration the following factors:

1. Recent enrollment trends both at State and national levels.
2. Studies of supply and demand for college teachers.

3. Recent studies of supply and demand for scientific and technological personnel by industry, government, and national associations.
4. Estimates of the demand for personnel in such fields as architecture, business, engineering, home economics, journalism, library science, public education, and social work.
5. Ratio of students who complete graduate degrees to total graduate enrollment.
6. Special studies showing shortages of qualified applicants in such fields as business, education, engineering, nursing, and biological sciences.
7. The probable availability of facilities.
8. The availability nationally of qualified staff for expanding programs in certain areas.

In most instances, the indication of a deficit in the last column of Table III does not mean that the University will be unable to meet the anticipated needs during the next ten years. In most cases, it means that too few graduate students will seek advanced degrees in those fields. The projection by an industry, a professional association, or a national commission may show a tremendous "need" nationally for trained personnel. State-wide projections must give considerable weight to enrollment trends.

An excess of projected graduates over the projected North Carolina needs does not mean that enrollment in a particular field should be curtailed. It probably indicates the regional or national significance of a particularly outstanding school or department. North Carolina's need for graduates of doctoral programs and the demand on the part of adequately prepared residents of North Carolina for admission to graduate school are not always closely related. As a matter of fact, reports from all schools and departments in the University with few exceptions* indicated qualified North Carolina residents are rarely rejected for admission to any of the seventy-four doctoral programs available.

Additional doctoral programs to meet future needs that may be developed in the Consolidated University during the next decade are listed in Table IV.

Detailed explanations, by field, of the projections given in Tables III and IV are provided in Appendix C. The information in Tables III and IV, and in Appendix C, lead to the following conclusions.

1. The need for graduates of professional or doctoral programs in North Carolina during the next decade will probably be met and exceeded in the following fields: fine arts, forestry, public health, home economics, journalism, languages and literature, mathematical subjects, psychology, regional planning, and the social sciences.
2. The need for graduates of doctoral programs in education in North Carolina during the next decade can be met if enough qualified students enroll.

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*These are due for the most part to late applications or occur in areas in which early expansion is projected.

3. The need for graduates of professional or doctoral programs in North Carolina in the next ten years can also be met in the following fields if enough qualified students enroll: biological sciences, philosophy, the physical sciences, and textiles.
4. The need for graduates beyond the master's level in North Carolina during the next decade can be met in the following fields either by expanding existing programs or by establishing new programs on other campuses of the University: architecture, business administration, library science, and social work.
5. The University has the capacity to meet the need for graduates at the bachelor's, master's, and doctoral levels in engineering during the next decade. However, there is a large gap between the projected need and the projected enrollment. It exists because there are not enough qualified students who wish to study engineering, both in North Carolina and in the nation.
6. Twenty-eight additional (i.e., new) doctoral programs that may be necessary to meet other needs of the State, and which might be initiated during the next decade have been identified. These programs are in the fields of agriculture (2), anatomy, animal pathology, archeology, biomathematics, biophysics, cell biology, climatology, earth science, engineering (2), geophysics, information science, music (3), nematology, nutrition, oceanography, pharmacology, recreation and park administration, speech correction and audiology, textiles (2), virology, library science, and social work. The University is prepared to develop these programs when authorized, subject to adequate support from the State.

Significant increases in graduate and professional education on the campuses of the Consolidated University are projected by 1975. Table V shows that almost 40 per cent of the enrollment at Chapel Hill will then be in graduate and professional programs. According to projections, graduate students will make up 11 per cent of the enrollment at Charlotte, 27 per cent at Greensboro, and 33 per cent at Raleigh. For the University as a whole 31 per cent of the enrollment is expected to be in graduate and post-graduate professional programs in 1975 contrasted with 23 per cent in 1966 (See Table V).

Projections of the number of graduate students to be enrolled at East Carolina College through 1974-75 reveal a continuing heavy commitment to undergraduate education. Full-time graduate students as shown by the College's projections* will rise from 5.5 per cent in 1966 to 6.7 per cent in 1974, an increase of only 1.2 per cent in the eight-year period. It is the opinion of the Board of Higher Education that the needs of the state will require expansion of master's degree programs in the five-year institutions far beyond that now contemplated at East Carolina College. A 1.2 per cent increase in graduate enrollment is a most conservative projection.

The Board of Higher Education calls attention to a fundamental concept which must be recognized when considering the expansion of programs at the doctoral level. It is that the Ph.D. candidate is not being trained to serve a single state or region but the nation as a whole.

It is the preference of most universities, public and private, that as many as possible of their faculties receive their doctorates at other institutions. Such a procedure assures stronger departments by constantly bringing fresh viewpoints to bear and minimizes inbreeding of ideas. Thus, the primary role of a university in training Ph.D.'s is that of providing Ph.D.'s to the entire nation. In turn, a university recruits its Ph.D.'s from the entire nation.

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*Information for Board of Higher Education, submitted by East Carolina College, July 1966, p. 29.

In 1965 in North Carolina 441 doctoral degrees were awarded,* 183 by private institutions and 258 by the Consolidated University of North Carolina. In relation to its population, North Carolina produces more Ph.D.'s than any other state in the South, ranking 21st in the nation. It ranked 12th in the nation in the total number of doctorates produced in 1965.**

It is clear that there are well formed plans to meet both the needs of the students and the state within the framework of the existing system of higher education. Whether expansion of the existing system is the better approach cannot be answered until the long-range plan for higher education is completed in August 1968.

Financial Implications

Information provided to the Board of Higher Education by East Carolina College in July 1966 stated that "no doctoral programs are anticipated" during the 1967-69 biennium. It was further indicated that the institution would be "in position to offer doctoral programs in Psychology, American History, and Education" during the 1969-71 biennium, and that later doctoral programs would be offered "in Mathematics, Biology, English, Art and Music."[*]

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*Total does not include M.D. and D.D.S. degrees.

**USOE figures, published 1966.

The costs as projected by the institution (additional appropriations required for graduate instruction at university level) were:[**]

1969-70	$425,000
1970-71	425,000
1971-72	535,000
1972-73	535,000
1973-74	650,000
1974-75	650,000

Details concerning the specific proposed use of these funds are not available. However, from the report of the consultants (Appendix D), the needs for the strengthening of personnel and facilities of specific departments, additional commitment to the research function called for by a university, decreased teaching loads for those faculty members assigned to graduate instruction, and increased library holdings and services would demand large financial outlays for both current operations and capital improvements. The consultants expressed the view that the present responsibilities of the College are not being adequately supported by the State. Therefore the Board of Higher Education concludes that additional costs for graduate level instruction as projected by East Carolina College are greatly underestimated.

Differentials in costs of instruction in the tax-supported institutions vary from one level to another, from one program to another, and among similar types of institutions. The Board of Higher Education endorses the principle that operating support of public institutions should take into account differences in programs where they exist, and that all institutions should be treated alike for similar instructional programs. Different levels of financial support should be provided (1) the varying levels of instruction (i.e., Freshman-sophomore, junior-senior, master's, doctoral), and (2) the various types of instructional programs within these levels, in recognition of the fact that some academic programs of necessity cost more than others. For example, instructional costs in the humanities are less than in the biological sciences.

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[*] Information for Board of Higher Education on University Status, submitted by East Carolina College, July 1966, p. 10.

[**] *Ibid*., p. 25.

Preliminary results of studies by the Board of Higher Education reveal that costs in the tax-supported colleges of North Carolina double from lower division (freshman-sophomore) to upper division (junior-senior). Instructional costs at the master's level are twice those at the junior-senior level. Cost analysis studies in other states reveal even higher ratios among these levels.

Doctoral level instruction costs significantly more than master's level instruction. In Texas costs at the doctoral level are double those at the master's level. In Ohio, recommendations for the 1967-69 biennium call for state support at the doctoral level at a ratio of 5 to 1 over master's programs, and 17 to 1 over the freshman-sophomore level.

Needed doctoral level instruction in North Carolina for the next decade will require tremendous financial support. To assess the actual cost will be possible only after thorough cost analysis studies underway have been completed. However, it is clear that, generally speaking:

(1) duplication of academic program offerings will result in higher unit costs unless there is sufficient demand to permit a duplicated program to become large enough to result in reasonable costs; and

(2) instructional costs at the doctoral level are higher because of greater preparation and specialization required of the faculty, lower teaching loads, increased complexity of instructional facilities, greater commitment to research by both students and faculty, and much greater current expenditures for library holdings and services. Therefore, because of these factors, the expansion of existing doctoral programs can be accomplished at less cost than would be true in initiating new ones.

Preliminary findings of institutional and Board of Higher Education studies relating to future needs in North Carolina clearly indicate that financial support of higher education will have to be increased to meet the expected demands. Graduate level programs at all institutions now offering graduate instruction need considerable strengthening in faculty support, research capacity, instructional facilities, and library holdings and services.

The Board of Higher Education therefore concludes that new doctoral programs should be established only (1) after the need has been demonstrated, and (2) after existing programs have been adequately provided for.

VII. SERVICE TO EASTERN NORTH CAROLINA

Questions have arisen concerning the need for special services which might be rendered by a university independent of the Consolidated University of North Carolina. A complete evaluation of the need for a separate university must include attention to the present services being rendered to eastern North Carolina by East Carolina College, and by the Consolidated University as a part of its total service to the State. It is assumed that services said to be needed would be over and above those now rendered by East Carolina College under its present statutory function, as well as those now available through the Consolidated University.

East Carolina College offers an extensive program of courses and extension services under present statutory authorization. Prominent among these are services to the public schools over a wide area. Master's degree programs in education including Speech and Hearing, Music Education, Elementary Education, Secondary Education, Educational Administration (Supervision or Finance), and Counseling and Guidance, as well as a program leading to the Advanced Certificate for School Administrators, are available. In 1965-66 a total of 207 Master's degrees were conferred by the College with 181 of these being granted in the areas listed above (see Table VI for a complete listing). An Institute of Life Sciences and Community Health was recently authorized. The College operates off-campus, two-year undergraduate educational centers at Camp Lejeune, Cherry Point, and in Goldsboro.

The State is supporting a broad range of educationally-related programs being offered by the Consolidated University including public service programs and extension services to community, professional, and industrial groups and interests. For example, North Carolina State University operates a four-year degree-granting branch at Fort Bragg, and has 340 faculty and professional personnel assigned to field service work in eastern North Carolina plus over 200 clerical, service, and labor personnel assigned to field locations. The contributions of the Institute of Government; the Schools of Business Administration, Dentistry, Medicine, Education, Nursing, Public Health, Pharmacy, Social Work and Law at Chapel Hill; and the Educational Television facilities of the University with a tramsmitter in Tyrrell County are significant to eastern North Carolina.

Other programs of particular significance to eastern North Carolina are (1) a marine laboratory at Aurora, (2) a coastal studies program (erosion and stablization), (3) Hatteras Marine Laboratory and Fishery Biological Studies, (4) Water Resources Research Insitute, and (5) an Institute of Fisheries Research. Summary information concerning the scope of these and other services in eastern North Carolina is available from The Consolidated University.

Fall 1966 enrollment patterns of undergraduate students from forty-one eastern North Carolina counties (east of Wake County) are reflected in Table VII.

Studies indicate that three to five per cent of annual operating budgets are allocated to "Extension and Public Service" by East Carolina College and the Chapel Hill and Raleigh campuses of the Consolidated University.

If additional education-related services are needed by eastern North Carolina, the mechanism already exists through the present statutory functions of both East Carolina College and the Consolidated University.

VIII. EVALUATION OF THE READINESS OF EAST CAROLINA COLLEGE TO UNDERTAKE DOCTORAL PROGRAMS

A committee of educators, selected for their outstanding experience and reputations in the organization and administration of higher education institutions, finance, undergraduate and graduate academic programs, libraries and student personnel services, was secured by the Board of Higher Education to survey the current programs and resources of East Carolina College. The consultants were

Robert W. MacVicar, Vice President for Academic Affairs, Southern Illinois University (Chairman)
Fred W. Conner, Executive Vice President, University of Florida
Russell M. Cooper, Dean, College of Liberal Arts, University of South Florida
Elmer Ellis, President Emeritus, University of Missouri
George Fulton, Chairman, Department of Biology, Boston University
John Hills, Professor of Educational Research and Testing, Florida State University
David E. Kaser, Director of Joint University Libraries, Vanderbilt University
W. W. Read, Vice President for Finances, University of Tennessee
Joseph A. Williams, Dean, College of Education, University of Georgia

The Chairman of the committee visited President Leo Jenkins at East Carolina College in Greenville on November 16, 1966, to formulate plans and procedures and to indicate areas that would be of interest to the committee on the occasion of their visit to the campus in December. The consultants met with a subcommittee of the Board of Higher Education in Raleigh on December 11, 1966, and visited the East Carolina College campus on December 12-15, 1966.

The committee was requested (1) to describe the present status of East Carolina College with special reference to its academic programs; (2) to ascertain the effectiveness with which the institution is discharging its present mission as defined by the General Statutes of North Carolina; and (3) to ascertain whether or not an adequate academic base exists at East Carolina College for an upward extension of its offerings to the doctoral level. The consultants were requested to exclude from their consideration the need for or cost of expanded educational services in North Carolina, and the organizational structure of North Carolina's system of higher education.

The report of the consultants' survey is attached to this report (Appendix D). The summary of the consultants' report is reproduced here in its entirety for ready reference:

> "The report of this committee should be read in the light of the three objectives set forth--to describe the college, to ascertain its effectiveness in discharging its presently defined mission, to evaluate its readiness to undertake within the next few years the offering of doctoral work.
>
> "The committee does not claim that the statement contained in this document is fully descriptive of the college, especially its academic component. It believes that it does provide an objective and considered summary of the most significant aspects of the institution in mid-year 1966-67.
>
> "It is the committee's opinion that East Carolina College is discharging with effectiveness its undergraduate teaching mission. Additional resources and the maturation of certain recently instituted programs will bring further improvement, but the committee believes the institution is serving its undergraduate students in a manner consistent with the traditions of quality in higher education to which the state has historically aspired.
>
> "With respect to expansion to doctoral level work, the committee believes that the institution is not now prepared to take this important step. If the institution is to expand upward, it should do so only after certain developments have occurred:

"1. The institution has embarked upon some major developments in both graduate and professional areas which need to be carried to a successful conclusion. The commitment to the creation of an Institute of Life Sciences and Community Health is an expansion of major dimension. The recently authorized M.B.A. Program in Business should be qualified for accreditation. Programs at both the baccalaureate and master's level in the natural sciences at the college need substantial strengthening.

"2. Graduate education at the master's level needs substantial expansion both in numbers of students enrolled and balance of fields to provide a sound basis for doctoral programs. Master's degree programs should be inaugurated in several critical fields and among these currently offered there are several which need to be more fully developed.

"3. The research component of the institution must be radically expanded; this will require both resources and the passage of time. The current faculty must be encouraged and supported in doing research and scholarship. It would be, however, most appropriate if a few experienced research scholars could be added to the faculty in critical areas to provide an appropriate standard by which the faculty could measure themselves and their research productivity.

"4. The Joyner Library must be converted from an adequate undergraduate library to a graduate and research library. If this is to occur in a reasonable period of time, very substantially increased sums for book and periodical purchases and for library staff must be provided. The library structure itself needs careful analysis and appropriate modification to serve a graduate and research oriented clientele.

"5. Finally, the institution must have a plan for developing its graduate program. If doctoral work is to be initiated, programs should be developed in clusters of closely related areas which will be mutually supportive. Failure to have an adequate plan for the development of graduate study and research will result in a dissipation of resources and the development of isolated islands of strength.

> "Without attempting to be directive, it is the opinion of the committee that what is needed in the present situation is a good deal more planning for the development not only of East Carolina College but of the entire system of higher education in the State of North Carolina than has been possible in the past. The recent strengthening of the staff of the Board of Higher Education provides resources to undertake the studies necessary for such planning of the entire higher educational enterprise in the State. It is the committee's opinion that any plan so developed would assign to the East Carolina College a major role in higher education in the state and that the institution would discharge its new responsibilities whatever they might be with the same vigor and dedication that has marked its efforts in the recent past."

In capsule, the consultants have commended East Carolina College for "discharging with effectiveness its undergraduate teaching mission," have recommended that master's degree programs be strengthened and broadened, and have indicated their belief that East Carolina College is "not now prepared" to expand to doctoral level work.

IX. SUMMARY AND RECOMMENDATIONS

Summary

On May 18, 1966, the Board of Trustees of East Carolina College adopted a resolution which recommended "that the North Carolina Board of Higher Education study the desirability of elevating East Carolina College to independent university status..." Earlier in May the Board of Higher Education initiated, and Governor Moore announced, the development of a long-range plan for higher education in North Carolina scheduled for completion in August 1968 (pages 1-2).

This report is not part of the long-range plan; it is the result of a special study undertaken in response to the specific request from East Carolina College. Included, among other subjects, are an analysis of need for doctoral level instruction in North Carolina over the next decade (pages 17-23, Tables I-V, and Appendix C), and the report of consultants who evaluated the academic programs at East Carolina College for the Board of Higher Education (pages 29-32 and Appendix D).

Present Structure of Higher Education in North Carolina. The present structure of the system of tax-supported higher education institutions in North Carolina dates from legislation enacted by the 1963 General Assembly and consists of two-year community colleges at the base, four- and five-year senior colleges offering no programs beyond the master's degree level, and the University of North Carolina (pages 3-4). State law provides that doctoral programs may be offered only by the University of North Carolina and sets forth procedures and standards for the establishment of additional campuses of the University (pages 5-7 and Appendix A).

Interest of Other Institutions in "University" Status. The interest of East Carolina College in independent university status, along with interest in university status that has recently been expressed by Asheville-Biltmore College, Western Carolina College and Appalachian State Teachers College raises questions that relate to the basic structure of the higher education system of the State. Approval of any institution for independent university status would require a major change in the system of higher education as presently constituted by statute. Therefore, before the aspirations of individual institutions for independent university status can be considered rationally and systematically, the State must decide whether or not it will continue to support the one university concept. This is a basic question that must of necessity take priority (pages 9-11).

Import of "University" in an Institution's Name. The request from East Carolina College that it be elevated "to independent university status" is a request that the institution be given authority to offer doctoral programs. This fact differentiates this request from the situation as it obtains in several other states (for example, Wisconsin, Kentucky and Tennessee), where so-called "regional" universities have come into being. Generally speaking, the movement in designating former state colleges as "universities" has not been a reflection of fundamental changes in the functions of these institutions (pages 13-15).

Evaluation of the Need for Doctoral Level Instruction in North Carolina, 1967-76. The Board of Higher Education considered the need for university instruction at the doctoral level through 1975 (pages 17-23). Attention was given to both the needs of students and the State. In considering these needs, three key questions were:

(1) What programs at the doctoral level are now available in North Carolina?

(2) What identifiable gaps (unmet needs) exist?

(3) What are the plans of the Consolidated University and the private institutions which offer doctoral degrees to expand current programs and add new ones?

In attempting to answer these questions the staff of the Board, under the direction of the Board's subcommittee (Representative Gordon Greenwood, Dr. Hubert M. Poteat, Jr., Mr. J. Paul Lucas, and Senator Lindsay C. Warren, Jr.) inventoried doctoral programs available in North Carolina; and consulted with the University Committee on Long-Range Planning (1) in identifying the gaps that exist, and (2) in ascertaining the University's plans to meet the predictable needs (pages 17-23, Tables I-IV, and Appendix C).

An analysis of identifiable needs for doctoral level instruction during the next decade in North Carolina, and of the capacity and plans of the Consolidated University to meet those needs, leads to the following conclusions:

1. The need for graduates of professional or doctoral programs in North Carolina during the next decade will probably be met and exceeded in the following fields: fine arts, forestry, public health, home economics, journalism, languages and literature, mathematical subjects, psychology, regional planning, and the social sciences.

2. The need for graduates of doctoral programs in education in North Carolina during the next decade can be met if enough qualified students enroll.

3. The need for graduates of professional or doctoral programs in North Carolina in the next ten years can also be met in the following fields if enough qualified students enroll: biological sciences, philosophy, the physical sciences, and textiles.

4. The need for graduates beyond the master's level in North Carolina during the next decade can be met in the following fields either by expanding existing programs or by establishing new programs on other campuses of the University: architecture, business administration, library science, and social work.

5. The University has the capacity to meet the need for graduates at the bachelor's, master's, and doctoral levels in engineering during the next decade. However, there is a large gap between the projected need and the projected enrollment. It exists because there are not enough qualified students who wish to study engineering, both in North Carolina and in the nation.

6. Twenty-eight additional (i.e., new) doctoral programs that may be necessary to meet other needs of the State, and which might be initiated during the next decade have been identified. These programs are in the fields of agriculture (2), anatomy, animal pathology, archeology, biomathematics, biophysics, cell biology, climatology, earth science, engineering (2), geophysics, information science, music (3), nematology, nutrition, oceanography, pharmacology, recreation and park administration, speech correction and audiology, textiles (2), virology, library science, and social work. The University is prepared to develop these programs when authorized, subject to adequate support from the State.

At the present time, North Carolina produces more Ph.D.'s than any other state in the South in relation to its population, ranking 21st in the nation. It ranked 12th in the nation in the total number of doctorates produced in 1965. Significant increases in enrollment in graduate and professional education on the campuses of the Consolidated University are projected by 1975 (Table V).

It is clear that there are well formed plans to meet both the needs of the students and the state within the framework of the existing system of higher education.

Financial Implications. Graduate instruction at the doctoral level demands an increasingly higher degree of preparation and specialization from the instructional staff, lower teaching loads, increased complexity of instructional facilities, greater commitment to research by both students and faculty, and much greater expenditures for library holdings and services.

In the view of the consultants who visited East Carolina College in December 1966 (Appendix D), the present responsibilities of the College are not being adequately supported financially by the State. There is, according to the consultants, a clear need for increased appropriations to improve faculty, facilities, and library holdings and services, in order for East Carolina College successfully to provide programs either now authorized or which might be authorized under its present statutory function. Therefore, the Board of Higher Education concludes that additional costs for graduate level instruction as projected by East Carolina College are greatly underestimated. Major attention should be given to providing the additional resources required if the College is to carry out its present statutory function in a satisfactory manner.

An analysis of differentials in costs of instruction at the various levels reveals significant differences among the levels. Preliminary results of studies by the Board of Higher Education indicate that costs in the tax-supported colleges of North Carolina double from lower division (freshman-sophomore) to upper division (junior-senior). Instructional costs at the master's level are twice those at the junior-senior level.

Cost analysis studies in other states reveal even higher ratios among these levels. In Texas costs at the doctoral level are double those at the master's level. In Ohio, recommendations for the 1967-69 biennium call for state support at the doctoral level at a ratio of 5 to 1 over master's programs, and 17 to 1 over the freshman-sophomore level.

Preliminary findings of institutional and Board of Higher Education studies relating to future needs in North Carolina clearly indicate that financial support of higher education will have to be increased to meet the expected demands. Graduate level programs at all institutions now offering graduate instruction need considerable strengthening in faculty support, research capacity, instructional facilities, and library holdings and services.

Because of the high cost of beginning doctoral level instruction, the Board of Higher Education therefore concludes that new doctoral programs should be established only (1) after it has been clearly determined that they are needed by the entire state, and (2) then only after a clear commitment by those responsible to provide the necessary financial support in addition to that needed for existing programs (pages 23-26).

Service to Eastern North Carolina. Questions have arisen concerning the need for special services which might be rendered by a university independent of the Consolidated University of North Carolina. A complete evaluation of the need for a separate university must include attention to the present services being rendered to eastern North Carolina by East Carolina College, and by the Consolidated University as a part of its total service to the State. It is assumed that services said to be needed would be over and above those now rendered by East Carolina College under its present statutory function, as well as those now available through the Consolidated University.

East Carolina College offers an extensive program of courses and extension services under present statutory authorization. The Consolidated University offers in eastern North Carolina a broad-range of public service programs and extension services to community, professional, and industrial groups and interests. Studies indicate that three to five per cent of annual operating budgets are allocated to "Extension and Public Service" by East Carolina College and the Chapel Hill and Raleigh campuses of the Consolidated University.

If additional education-related services are needed by eastern North Carolina, the mechanism already exists through the present statutory functions of both East Carolina College and the Consolidated University (pages 27-28).

Evaluation of the Readiness of East Carolina College to Undertake Doctoral Programs. A committee of educators, selected for their outstanding experience and reputation in higher education, visited the campus of East Carolina College on December 12-15, 1966, to survey the readiness (capacity) of the College to undertake doctoral programs. The consultants were requested by the Board of Higher Education (1) to describe the present status of East Carolina College with special reference to its academic programs; (2) to ascertain the effectiveness with which the institution is discharging its present mission as defined by the General

Statutes of North Carolina; and (3) to ascertain whether or not an adequate academic base exists at East Carolina College for an upward extension of its offerings to the doctoral level. The consultants were requested to exclude from their consideration the need for or cost of expanded educational services in North Carolina, and the organizational structure of North Carolina's system of higher education.

The 62-page report of the consultants' survey is attached to this report as Appendix D. The summary of the consultants' report, is reproduced here in its entirety for ready reference:

> "The report of this committee should be read in the light of the three objectives set forth--to describe the college, to ascertain its effectiveness in discharging its presently defined mission, to evaluate its readiness to undertake within the next few years the offering of doctoral work.
>
> "The committee does not claim that the statement contained in this document is fully descriptive of the college, especially its academic component. It believes that it does provide an objective and considered summary of the most significant aspects of the institution in mid-year 1966-67.
>
> "It is the committee's opinion that East Carolina College is discharging with effectiveness its undergraduate teaching mission. Additional resources and the maturation of certain recently instituted programs will bring further improvement, but the committee believes the institution is serving its undergraduate students in a manner consistent with the traditions of quality in higher education to which the state has historically aspired.
>
> "With respect to expansion to doctoral level work, the committee believes that the institution is not now prepared to take this important step. If the institution is to expand upward, it should do so only after certain developments have occurred:
>
> "1. The institution has embarked upon some major developments in both graduate and professional areas which need to be carried to a successful conclusion. The commitment to the creation of an Institute of Life Sciences and

Community Health is an expansion of major dimension. The recently authorized M.B.A. Program in Business should be qualified for accreditation. Programs at both the baccalaureate and master's level in the natural sciences at the college need substantial strengthening.

"2. Graduate education at the master's level needs substantial expansion both in numbers of students enrolled and balance of fields to provide a sound basis for doctoral programs. Master's degree programs should be inaugurated in several critical fields and among these currently offered there are several which need to be more fully developed.

"3. The research component of the institution must be radically expanded; this will require both resources and the passage of time. The current faculty must be encouraged and supported in doing research and scholarship. It would be, however, most appropriate if a few experienced research scholars could be added to the faculty in critical areas to provide an appropriate standard by which the faculty could measure themselves and their research productivity.

"4. The Joyner Library must be converted from an adequate undergraduate library to a graduate and research library. If this is to occur in a reasonable period of time, very substantially increased sums for book and periodical purchases and for library staff must be provided. The library structure itself needs careful analysis and appropriate modification to serve a graduate and research oriented clientele.

"5. Finally, the institution must have a plan for developing its graduate program. If doctoral work is to be initiated programs should be developed in clusters of closely related areas which will be mutually supportive. Failure to have an adequate plan for the development of graduate study and research will result in a dissipation of resources and the development of isolated islands of strength.

"Without attempting to be directive, it is the opinion of the committee that what is needed in the present situation is a good deal more planning for the development not only of East Carolina College but of the entire system of higher education in the State of North Carolina than has been possible in the past. The recent strengthening of the staff of the Board of Higher Education provides resources to undertake the studies necessary for

> such planning of the entire higher educational enterprise in the State. It is the committee's opinion that any plan so developed would assign to the East Carolina College a major role in higher education in the state and that the institution would discharge its new responsibilities whatever they might be with the same vigor and dedication that has marked its efforts in the recent past."

In capsule, the consultants have commended East Carolina College for "discharging with effectiveness its undergraduate teaching mission," have recommended that master's degree programs be strengthened and broadened, and have indicated their belief that East Carolina College is "not now prepared" to expand to doctoral level work (pages 29-32; and Appendix D, Pages 101-164).

Recommendations

The Board of Higher Education, on the basis of findings and conclusions arrived at through its own studies and the report of independent consultants on East Carolina College, RECOMMENDS THAT:

1. THERE BE NO FUNDAMENTAL CHANGE IN THE STRUCTURE OF THE EXISTING SYSTEM OF HIGHER EDUCATION IN NORTH CAROLINA AT THIS TIME;
2. FURTHER CONSIDERATION OF THE NEED FOR CHANGES IN THE STRUCTURE OF HIGHER EDUCATION INCLUDING THE NEED FOR ADDITIONAL UNIVERSITIES BE A PART OF THE LONG-RANGE PLANNING STUDY SCHEDULED FOR COMPLETION IN AUGUST 1968;
3. EAST CAROLINA COLLEGE STRENGTHEN AND BROADEN ITS MASTER'S DEGREE PROGRAMS WITH RELATION TO FACULTY, STUDENTS, CURRICULUM, LIBRARY RESOURCES, AND RESEARCH AS RECOMMENDED BY THE CONSULTANTS; AND PLAN FOR THE FURTHER DEVELOPMENT OF ITS GRADUATE PROGRAM, INCLUDING THE EVENTUAL INTRODUCTION OF NEW MASTER'S DEGREE PROGRAMS IN SEVERAL CRITICAL FIELDS; AND THAT
4. SUFFICIENT RESOURCES BE PROVIDED EAST CAROLINA COLLEGE AND THE OTHER FIVE-YEAR COLLEGES TO PERMIT THEM TO CARRY OUT PROGRAMS WITH DISTINCTION WHICH ARE APPROPRIATE TO THEIR PRESENT FUNCTIONS AS SET FORTH IN THE GENERAL STATUTES OF NORTH CAROLINA.

In response to the direct request of the Board of Trustees of East Carolina College that a study be made of "the desirability of elevating East Carolina College to independent university status," the Board of Higher Education concludes that there is no justifiable need for doctoral programs at this time in institutions apart from the Consolidated University. The Board also concurs in the conclusion of the consultants that, in any case, East Carolina College is "not now prepared" to undertake doctoral level programs.

Therefore, the Board of Higher Education strongly recommends that there be no fundamental change in the structure of the existing system of higher education in North Carolina at this time.

Neither the findings of the consultants nor the recommendations of the Board of Higher Education are in any sense against East Carolina College in its desire to serve its constituency and the State.

The major study of higher education in North Carolina, under the direction of the Board of Higher Education serving as the planning and coordinating agency in higher education for the State, will be completed in 1968. That study, undertaken with the support, cooperation, and involvement of the institutions, executive agencies, and others, will include recommendations concerning the structure of the system of higher education. The results of that study will provide a sound basis for legislative decisions concerning the future roles and functions of all tax-supported institutions of higher education in North Carolina.

TABLES

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TABLE I

DOCTORAL PROGRAMS AVAILABLE IN NORTH CAROLINA AND DEGREES CONFERRED 1960-66

Major Field of Study	Public (By Year)							Public Total	Private Total	Public & Private
	1960	1961	1962	1963	1964	1965	1966	1960-66	1960-66	1960-66
Agriculture								(103)		(103)
Agronomy, Field Crops								24		24
NCSU	2	8	3	3[a]	3[a]	2[a]	3	24		
Animal Science								34		34
NCSU	2	5[b]	5[b]	5	6	6	5	34		
Food Science								9		9
NCSU			3	3		1	2	9		
Soil Science								36		36
NCSU	7	5	4	2	2	8	8	36		
City Planning								(2)		(2)
UNC-CH							2	2		
Biological Sciences								(163)	(127)	(290)
Botany, General								32	41	73
NCSU	4	2	3[c]		1[c]	3[c]	4	17		
UNC-CH	5	3	1	2	2	2		15		
Duke									41	
Zoology, General								13	28	41
NCSU	1				1		1	3		
UNC-CH	1	1	3	1	2	1	1	10		
Duke									28	
Anatomy									10	10
Duke									9	
WF									1	
Bacteriology, Virology, Mycology, Parasitology, Microbiology								13	10	23
NCSU[d]										
UNC-CH[e]	2	2	1	2	1	4	1	13		
Duke									9[f]	
WF									1[g]	

Footnotes appear on page 55.

Table I (Continued)

Major Field of Study	Public (By Year)							Public Total 1960-66	Private Total 1960-66	Public & Private 1960-66
	1960	1961	1962	1963	1964	1965	1966			
Biological Sciences Continued										
Biochemistry								16	30	46
NCSU[h]										
UNC-CH	2	1		2	4	7		16		
Duke									30[i]	
Ecology								3		3
NCSU							3	3		
Entomology								13		13
NCSU	2	1	2	1	3	4		13		
Genetics								32		32
NCSU	1	3	1	6	3	11	7	32		
UNC-CH[j]										
Pathology								1		1
UNC-CH					1			1		
Duke*										
Physiology								9	7	16
NCSU[k]						1		1		
UNC-CH	1			2		5		8		
Duke									7[l]	
Pharmacology									1	1
WF									1	
Plant Pathology								31		31
NCSU	5	6	4	3	1	6	6	31		
Business & Commerece								(16)		(16)
Accounting								1		1
UNC-CH				1				1		
Business Administration, General								15		15
UNC-CH	1	2	1		1	4	6	15		
Education								(105)	(69)	(174)
Physical Education, Separate Curr. or Combined Curr. with Health Educ. or Recreation								1		1
(UNC-CH**)	1							1		
UNC-G[m]										

Table I (Continued)

Major Field of Study	Public (By Year)							Public Total	Private Total	Public & Private
	1960	1961	1962	1963	1964	1965	1966	1960-66	1960-66	1960-66
Education Continued										
Home Economics Education										
UNC-G^n										
Secondary Education								1		1
UNC-CH			1					1		
Adult Education										
NCSU^o										
Science (Education)								2		2
UNC-CH			2					2		
Educational Administration, Supervision, or Finance								10		10
UNC-CH		1	5	2	2			10		
UNC-G^m										
Counseling & Guidance								1		1
NCSU^p										
UNC-CH				1				1		
UNC-G^m										
Education, General								90	69	159
(NCC-D**)	1				1			2		
UNC-CH	8	9	17	9	16	12	17	88		
Duke									69	
Occupational Education										
NCSU^o										
Engineering								(97)	(12)	(109)
Agricultural Engineering								19		19
NCSU		1	1	2	4	4	7	19		
Chemical Engineering, Petroleum Refining Engr.								13		13
NCSU	2	1	1	2		3	4	13		
Civil Engineering, Construction, Transportation Engineering								11		11
NCSU			1		3	5	2	11		
Duke*										
Electrical Engineering, Electronics								14	12	26
NCSU	1	1	1	4	2	3	2	14		
Duke									12	

Table I (Continued)

Major Field of Study	Public (By Year) 1960	1961	1962	1963	1964	1965	1966	Public Total 1960-66	Private Total 1960-66	Public & Private 1960-66
Engineering Continued										
Engineering Sciences, Engineering Mechanics, Engineering Physics, Mechanics, Science Engineering										
NCSU[q]										
Environmental Health & Sanitary Engineering								1		1
UNC-CH			1					1		
Mechanical Engineering								13		13
NCSU						7	6	13		
Metallurgical and Materials Engineering, Ceramics Engineering, Materials Science								7		7
NCSU[r]		1		1	1		4	7		
Nuclear Engineering								19		19
NCSU	3			4	3	4	5	19		
English (& Journalism)								(72)	(60)	(132)
English & Literature								72	60	132
UNC-CH	9	8	6	10	9	16	14	72		
Duke									60	
Journalism (See Mass Communication for doctoral program.)										
Fine & Applied Arts								(23)		(23)
Music								23		23
UNC-CH	3	7	6	1	1	2	3	23		
Art History[s]										
UNC-CH										
Foreign Languages & Literature								(73)	(7)	(80)
Linguistics										
UNC-CH*										
Latin and/or Classical Greek								16		16
UNC-Ch	6	1	3	1		3	2	16		

Major Field of Study	Public (By Year) 1960	1961	1962	1963	1964	1965	1966	Public Total 196-66	Private Total 1960-66	Public & Private 1960-66
Foreign Languages & Literature Continued										
French								6	4	10
UNC-Ch	1				1	3	1	6		
Duke									4	
Spanish								7	3	10
UNC-CH	1	1		2	1	1	1	7		
Duke									3	
Philology & Literature of Romance Languages								36		36
UNC-Ch		5	4	4	6	5	12	36		
German								4		4
UNC-CH	1	1			1		1	4		
Other Germanic Languages								4		4
UNC-CH				2	2			4		
Forestry								(14)	(12)	(26)
NCSU	1	1	1	1	3	5	2	14		
Duke									12	
Geography								(9)		(9)
UNC-Ch		1	1	1	1	1	4	9		
Health Professions								(799)	(919)	(1718)
Dentistry (D.D.S.)								316		316
UNC-CH	45	45	47	45	47	43	44	316		
Medicine (M.D.)								437	919	1356
UNC-CH	70	60	62	59	58	63	65	437		
Duke									568[t]	
WF									351[u]	
Pharmacy								5		5
UNC-CH						2	3	5		
Public Health								41		41
UNC-CH[v]	2	1	2	7	9	9	11	41		
Home Economics								(4)		(4)
Home Economics, General								4		4
UNC-G[w]				1	2	1		4		

Table I (Continued)

	Public (By Year)							Public Total	Private Total	Public & Private
Major Field of Study	1960	1961	1962	1963	1964	1965	1966	1960-66	1960-66	1960-66
Home Economics Continued										
Child Development, Family Relations										
UNC-G[n]										
Clothing & Textiles										
UNC-G[n]										
Foods & Nutrition										
UNC-G[n]										
Institutional Management, Institution Administration										
UNC-G[n]										
Mathematical Subjects								(115)	(28)	(143)
Mathematics								41	28	69
NCSU					3	5	3	11		
UNC-CH	1		3	3	11	7	5	30		
Duke									28	
Statistics								74		74
NCSU[x]	6	7	6	6	6	5	8	44		
UNC-CH	5	5	5	5	6	2	2	30		
Philosophy								(5)	(15)	(20)
UNC-CH				1	2	1	1	5		
Duke									15	
Physical Sciences								(158)	(131)	(289)
Chemistry								86	64	150
NCSU[aa]										
UNC-CH	5	9	18	18	13	11	12	86		
Duke									64	
Pharmaceutical Chemistry								3		3
UNC-CH				1	2			3		
Physics								59	67	126
NCSU		1	3	5	1	4	3	17		
UNC-CH	4	4	2	4	3	15	10	42		
Duke									67	
Geology								10		10
UNC-CH	1	1	2	1	1	2	2	10		

Table I (Continued)

Major Field of Study	Public (By Year) 1960	1961	1962	1963	1964	1965	1966	Public Total 1960-66	Private Total 1960-66	Public & Private 1960-66
Psychology								(71)	(53)	(124)
Psychology, General								71	53	124
NCSU[p]										
UNC-CH	6	6	12	7	13	10	17	71		
Duke									53	
Religion									(65)	(65)
Duke									65	
Social Sciences								(222)	(154)	(376)
Anthropology								5		5
UNC-CH			2	1	1	1		5		
Economics								41	44	85
NCSU							10[y]	10		
UNC-CH	1	8	4	10	2	2	4	31		
Duke									44	
History								63	68	131
UNC-CH	8	6	6	10	8	15	10	63		
Duke									68	
Political Science or Government								43	32	75
UNC-CH	3	6	1	3	10	12	8	43		
Duke									32	
Sociology								36	10	46
UNC-Ch	4	5	6	3	5	7	6	36		
Duke									10[z]	
Rural Sociology								1		1
NCSU				1				1		
Agricultural Economics								31		31
NCSU	4	5	1	5	8	8		31		
Industrial Relations								1		1
(UNC-CH**)	1							1		
Public Administration								1		1
(UNC-CH**)					1			1		
Industrial Psychology										
NCSU[p]										

Table I (Continued)

Major Field of Study	Public (By Year) 1960	1961	1962	1963	1964	1965	1966	Public Total 1960-66	Private Total 1960-66	Public & Private 1960-66
Inter-Area or Inter-Fields of Study										
Mass Communication Research										
UNC-CH[bb]										
Grand Total, All Degrees	240	247	264	276	300	364	360	2051	1652	3703

Above data based on information furnished by institutions on BHE A-7 reporting forms for 1960-65; copy of OE-2300-2.1, USOE Higher Education General Information Survey form for 1966; official correspondence; college catalogues; and actions of the Board of Higher Education with reference to degree programs.

Table I (Continued)

DOCTORAL PROGRAMS AVAILABLE IN NORTH CAROLINA AND DEGREES CONFERRED 1960-66

Notes

(*) Available; no degrees conferred.

(**) Reported for year listed; no longer available.

(a) Reported as Crop Science.

(b) Designated Animal Industry and Dairy Husbandry and Manufacturing, separately, for these years. Combined as Animal Science in later years.

(c) Reported as Botany and Bacteriology on BHE A-7 form.

(d) Ph.D. in Bacteriology approved 3/17/61. Bacteriology reported as Botany and Bacteriology on BHE A-7 for 1962, 1964, 1965. Ph.D. in Microbiology also available. No degrees conferred in 1966 in this category according to NCSU report to USOE.

(e) Specifically, Bacteriology and Parasitology.

(f) Specifically, Microbiology and Immunology.

(g) Specifically, Microbiology.

(h) Approved by NCBHE, 6/12/64.

(i) Specifically, Biochemistry and Nutrition.

(j) Approved by NCBHE, 5/15/63.

(k) Approved by NCBHE, 5/15/63.

(l) Specifically, Physiology and Pharmacology.

(m) Approved by NCBHE, 7/15/66.

(n) Approved by NCBHE, 7/15/66.

(o) Approved by NCBHE, 7/15/66.

(p) Ph.D. in Psychology approved by NCBHE, 7/15/66.

(q) Ph.D. in Engineering Mechanics approved by NCBHE, 10/16/64

(r) Specifically, Ceramics Engineering.

(s) Approved by NCBHE, 5/17/64.

(t) Number of M.D.'s awarded by year by Duke are: 1960, 76; 1961, 82; 1962, 79; 1963, 79; 1964, 86 [includes one M.D. - Ph.D. combination]; 1965, 85; 1966, 81.

(u) Number of M.D.'s awarded by year by Wake Forest are: 1960, 53; 1961, 52; 1962, 49; 1963, 54; 1964, 44; 1965, 49; 1966, 50.

(v) Doctoral degrees in Public Health are granted in the following major areas: Biostatistics (approved by NCBHE, 2/24/66); Sanitary Engineering, and Parasitology (see ENGINEERING and BIOLOGICAL SCIENCES, respectively); and Epidemiology, Public Health Administration, Environmental Science, and Public Health Education.

(w) Reported as Home Economics on BHE A-7 for years 1963-65. Doctoral degrees approved in specific areas by NCBHE, 7/15/66.

(x) Specifically, Experimental Statistics.

(y) Formerly designated Agricultural Economics; name change approved by NCBHE, 5/12/66.

(z) Specifically, Sociology and Anthropology.

(aa) Approved by NCBHE, 6/12/64.

(bb) Approved by NCBHE, 6/12/64.

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TABLE II

MAJOR FIELDS OF STUDY WITH LEVEL OF DEGREE OFFERED ON THE FOUR CAMPUSES OF THE UNIVERSITY OF NORTH CAROLINA, 1966-67

	Chapel Hill				Charlotte	Greensboro			Raleigh		
*Field	B	P	M	D	B	B	M	D	B	M	D
Agriculture											
Animal Science									x	x	x
Biological and Agricultural Engineering									x	x	x
Crop Science									x	x	x
Food Science									x	x	x
Horticultural Science									x	x	
Plant Protection									x		
Poultry Science									x	x	
Soil Science									x	x	x
Biological Sciences											
Bacteriology	x		x	x							
Biochemistry			x	x						x	x
Biology, General					x	x	x		x		
Botany	x		x	x					x	x	x
Entomology									x	x	x
Genetics			x	x						x	x
Microbiology										x	x
Nutrition			x								
Pathology			x	x							
Plant Pathology										x	x
Plant Physiology										x	x
Parasitology			x	x							
Physiology	x		x	x						x	x
Pre-dental	x				x	x			x		
Pre-medical	x				x	x			x		
Pre-veterinary									x		
Zoology	x		x	x					x	x	x
Business											
Business Administration (Accounting)	x				x						

*B includes all types of bachelor's degrees; P includes the professional degrees of LL.B., M.D., and D.D.S.; M includes all types of master's degrees; and D includes the Ph.D., Ed.D., and Dr.P.H. degrees.

Table II (Continued)

	Chapel Hill				Charlotte	Greensboro			Raleigh		
*Field	B	P	M	D	B	B	M	D	B	M	D
Business (continued)											
Business Administration and Economics						x					
Business Administration (other)	x		x	x	x						
Secretarial Administration						x					
Design											
Architecture									x		
Landscape Architecture									x		
Products Design									x		
Education											
Administration and Supervision			x	x			x	x			
Adult Education										x	x
Agricultural Education									x	x	
Art Education	x		x			x	x				
Business Education							x				
Distributive Education			x			x					
Early Childhood Education						x					
Educational Psychology			x	x							
Educational Research and Evaluation							x				
Elementary Education	x		x	x		x					
Guidance and Counseling			x	x			x	x			
Higher Education			x	x							
History and Philosophy of Education			x	x							
Industrial and Technical Education									x	x	
Mathematics Education									x	x	
Music Education	x		x			x	x				
Occupational Education											x
Occupational Information and Guidance										x	
Physical Education	x		x	x		x	x	x			
School Librarianship							x				
Science Teaching	x								x	x	
Secondary Education			x	x							
Special Education			x								
Speech Correction						x	x				
Engineering											
Ceramic Engineering									x	x	x
Chemical Engineering									x	x	x

*See footnote on first page of table.

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Table II (Continued)

	Chapel Hill				Charlotte	Greensboro			Raleigh		
*Field	B	P	M	D	B	B	M	D	B	M	D
Engineering (continued)											
Civil Engineering									x	x	x
Electrical Engineering					x				x	x	x
Engineering Mechanics									x	x	x
Engineering Operations									x		
Furniture Manufacturing and Management									x		
Geological Engineering									x	x	
Industrial Engineering									x	x	x
Mechanical and Aerospace Engineering					x				x	x	x
Metallurgical Engineering									x	x	
Nuclear Engineering									x	x	x
Fine Arts											
Art											
Art History	x		x	x		x					
Costume Design and Fashion Illustration						x					
Creative Art	x		x								
Design for Advertising						x					
Interior Design						x					
Painting						x					
Painting and Graphic Arts							x				
Textile Design						x					
Creative Writing							x				
Dance							x				
Dramatic Art	x		x			x					
Music											
Instruments						x					
Musicology	x		x	x							
Orchestral						x					
Organ	x					x					
Piano	x					x					
Theory and Composition			x			x	x				
Violin	x										
Voice	x					x					
Radio, Television, and Motion Pictures	x		x								
Forestry and Wood Technology									x	x	x
Health Professions											
Dental Hygiene	x										
Dentistry	x	x	x								
Epidemiology			x	x							

*See footnote on first page of table.

Table II (Continued)

	Chapel Hill				Charlotte	Greensboro			Raleigh		
*Field	B	P	M	D	B	B	M	D	B	M	D
Health Professions (continued)											
Environmental Science and Engineering			x	x							
Medical Technology	x					x					
Medicine	x	x									
Nursing	x		x		x	x					
Pharmacy	x		x	x							
Physical Therapy	x										
Public Health Administration			x	x							
Public Health Education			x	x							
Public Health Nursing			x								
Home Economics											
Child Development and Family Relations						x	x	x			
Clothing and Textiles						x	x	x			
Foods, Nutrition, and Institutional Management						x	x	x			
Housing and Management						x	x	x			
Home Economics Education						x	x	x			
Interior Design						x					
General Home Economics						x	x				
Journalism	x		x								
Mass Communication				x							
Languages and Literature											
English	x		x	x	x	x	x		x		
Comparative Literature	x		x	x							
Linguistics			x	x							
Latin and Classical Greek	x		x	x		x					
French	x				x	x	x				
Spanish	x				x	x					
Romance Languages			x	x							
German	x		x	x		x					
Russian	x										
Law	x	x									
Library Science			x								
Mathematical Subjects											
Information Science			x								
Mathematics	x		x	x	x	x			x	x	x

*See footnote on first page of table.

Table II (continued)

	Chapel Hill				Charlotte	Greensboro			Raleigh		
*Field	B	P	M	D	B	B	M	D	B	M	D
Mathematical Subjects (continued)											
Biostatistics			x	x							
Statistics	x		x	x							
Statistics, Experimental									x	x	x
Philosophy	x		x	x		x			x		
Physical Sciences											
Chemistry	x		x	x	x	x			x	x	x
Geology	x		x	x					x		
Medicinal Chemistry			x	x							
Physics	x		x	x		x			x	x	x
Psychology	x		x	x	x	x	x		x	x	x
Regional Planning			x	x							
Religion	x										
Social Sciences											
Anthropology	x		x	x		x					
Economics	x		x	x	x	x			x	x	x
Geography	x		x	x		x					
History	x		x	x	x	x	x		x		
Industrial Relations	x										
International Studies	x										
Political Science	x		x	x	x	x					
Politics									x		
Pre-law	x				x	x			x		
Public Administration			x								
Recreation	x		x			x			x		
Social Studies	x					x					
Sociology	x		x	x	x	x			x		
Sociology, Rural									x	x	x
Social Work			x			x					
Textiles											
Textile Chemistry									x	x	
Textile Technology									x	x	
	57	3	64	47	19	55	24	8	52	42	32

*See footnote on first page of table.

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TABLE III

PROJECTION OF THE NEED FOR GRADUATES OF DOCTORAL PROGRAMS IN NORTH CAROLINA DURING THE DECADE 1967-68 THROUGH 1976-77, OF THE TOTAL THE FOUR CAMPUSES OF THE UNIVERSITY OF NORTH CAROLINA PLAN TO GRADUATE IN EACH PROGRAM, AND THE TOTAL OTHER NORTH CAROLINA INSTITUTIONS PLAN TO GRADUATE

/For Interpretation by field see Appendix C/

Field	Degree	Total needed in N. C.	Total from the University	Total from other N. C. Institutions	Number above or below (-) those needed
Agriculture	Ph.D.	415	405		-10
Biological Sciences	Ph.D.	1,261	603	418	-240
Business Administration	Ph.D.	200	49		-151
Education	Ph.D. and Ed.D.	1,455	1,093	154	-208
Engineering	Ph.D.	617	317	100	-200
Fine Arts	Ph.D.	57	74	4	+21
Forestry	Ph.D.	110	70	80	+40
Public Health	Ph.D. and Dr.P.H.	72	120		+48
Home Economics	Ph.D.	80	80		0
Journalism	Ph.D.	10	20		+10
Languages and Literature	Ph.D.	430	562	290	+422
Mathematical Subjects	Ph.D.	352	423	50	+121
Philosophy	Ph.D.	100	23	40	-37
Physical Sciences	Ph.D.	1,204	706	330	-168
Psychology	Ph.D.	135	271	100	+236
Regional Planning	Ph.D.	20	35		+15
Social Sciences	Ph.D.	1,121	906	445	+230

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TABLE IV

NEW PROGRAMS NOT PRESENTLY AVAILABLE ON THE CHAPEL HILL, GREENSBORO, AND RALEIGH CAMPUSES OF THE UNIVERSITY OF NORTH CAROLINA WHICH MAY BE DEVELOPED DURING THE DECADE 1967-76

/For interpretation by field see Appendix C/

Field	Degree	Total needed in N. C.	Total from the University	Total from other N. C. Institutions	Number above (+ or below (-) those needed
Agriculture					
Horticulture Science	Ph.D.	80	20	0	-60
Poultry Science	Ph.D.	60	25	0	-35
Anatomy	Ph.D.	*	*	*	*
Animal Pathology	Ph.D.	15	*	*	*
Archaeology	Ph.D.	*	*	*	*
Biomathematics	Ph.D.	54	62	15	+23
Biophysics	Ph.D	26	8	0	-18
Cell Biology	Ph.D.	150	60	0	-90
Climatology	Ph.D.	40	*	*	*
Earth Science	Ph.D.	50	*	*	*
Engineering					
Biomedical Engineering	Ph.D.	*	*	*	*
Metallurgical Engineering	Ph.D.	30	23	0	-7
Geophysics	Ph.D.	*	*	*	*
Information Science	Ph.D.	430	55	10	-365
Music					
Music Education	Ph.D.	50	50	0	0
Music Therapy	Ph.D.	10	10	0	0
Sacred Music	Ph.D.	10	10	0	0
Nematology	Ph.D.	10	*	0	*
Nutrition	Ph.D.	35	30	0	-5
Oceanography	Ph.D.	60	47	20	+7
Pharmacology	Ph.D.	90	45	35	-10
Recreation and Park Admin.	Ph.D.	20	15	0	-5
Speech Correction and Audiology	Ph.D.	21	*	*	*
Textiles					
Textile Technology	Ph.D.	41	28	0	-13
Textile Chemistry	Ph.D.	27	17	0	-10
Virology	Ph.D.	40	*	*	*
Library Science	Ph.D.	*	*	*	*
Social Work	D.S.W.	*	*	*	*

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* In some cases, it is not feasible to project the degree and the figures of output and need.

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TABLE V

PERCENTAGES OF THE TOTAL STUDENT POPULATION ON EACH OF THE FOUR CAMPUSES OF THE UNIVERSITY OF NORTH CAROLINA WHO WERE ENROLLED IN THE UNDERGRADUATE, GRADUATE, AND POSTGRADUATE PROFESSIONAL CATEGORIES IN THE FALL SEMESTER OF 1966 AND PERCENTAGES PROJECTED FOR THE FALL OF 1975

	1966	1975
Chapel Hill		
Undergraduate	69.68	60.43
Graduate	23.36	30.24
Postgraduate Professional	6.96	9.33
Charlotte		
Undergraduate	100.0	89.20
Graduate	0.0	10.80
Greensboro		
Undergraduate	82.69	73.35
Graduate	17.31	26.65
Raleigh		
Undergraduate	81.77	67.38
Graduate	18.23	32.62
Total		
Undergraduate	77.50	69.50
Graduate	19.30	27.00
Postgraduate Professional	3.20	3.50

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Table VI

Masters Degrees Conferred by East Carolina College

July 1, 1965 - June 30, 1966

	Area	No.
BIOL. SCIENCES:	Biology, General	1
BUSINESS:	Business and Commerce, General	2
EDUCATION:	Speech and Hearing	1
	Music Education	11
	Elementary Education	18
	Secondary Education	58
	Education Administration, Supervision or Finance	65
	Counseling and Guidance	28
ENGLISH:	English and Literature	8
FINE ARTS:	Art, General	3
MATH SUBJECTS:	Mathematics	3
PSYCHOLOGY:	General Psychology	2
	Clinical Psychology	2
	Psychology (Theoretical)	1
SOCIAL SCIENCES:	History	3
	Sciences, General	1
	Total	207

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TABLE VII

ENROLLMENT PATTERNS OF THE UNDERGRADUATE STUDENTS FROM FORTY-ONE EASTERN COUNTIES, FALL 1966

Home Counties	Total Enrolled In N. C.	Number Enrolled in the Region Total	East Carolina	Other Colleges*	Number Enrolled Outside the Region Total	University of N. C. **	Other Colleges
Beaufort	574	330	186	144	244	127	117
Bertie	335	187	63	124	148	61	87
Bladen	384	217	29	188	167	55	112
Brunswick	250	125	16	109	125	42	83
Camden	63	45	7	38	18	9	9
Carteret	418	232	117	115	186	114	72
Chowan	204	116	48	68	88	47	41
Columbus	738	449	48	401	289	122	167
Craven	696	357	204	153	339	172	167
Cumberland	1,846	1,041	215	826	805	406	399
Currituck	99	55	19	36	44	31	13
Dare	79	51	24	27	28	11	17
Duplin	518	267	71	196	251	90	161
Edgecombe	764	346	160	186	418	143	275
Gates	127	72	25	47	55	24	31
Greene	175	95	41	54	80	34	46
Halifax	771	356	139	217	415	147	268
Harnett	765	475	81	394	290	141	149
Hertford	375	208	37	171	167	50	117
Hoke	181	73	12	61	108	43	65
Hyde	57	31	7	24	26	6	20
Johnston	876	455	168	287	421	247	174
Jones	165	80	21	59	85	32	53
Lenoir	963	513	197	316	450	234	216
Martin	405	209	105	104	196	87	109
Nash	891	498	160	338	393	219	174
New Hanover	1,333	889	43	846	444	244	200
Northampton	352	175	37	138	177	49	128
Onslow	609	325	174	151	284	149	135
Pamlico	112	49	27	22	63	25	38
Pasquotank	582	400	79	321	182	110	72
Pender	221	118	18	100	103	27	76
Perquimans	151	86	17	69	65	27	38
Pitt	1,288	823	598	225	465	160	305
Robeson	1,071	608	53	555	463	167	296

Table VII (Continued)

Sampson	657	361	98	263	296	130	16
Scotland	372	169	24	145	203	81	12
Tyrrell	51	28	12	16	23	3	2
Washington	195	99	38	61	96	45	5
Wayne	1,068	558	203	355	510	214	29
Wilson	966	602	129	473	364	173	19
Total	21,747	12,173	3,750	8,423	9,574	4,298	5,27

* Includes Elizabeth City State College, Fayetteville State College, Pembroke State College Wilmington College, College of the Albemarle, Lenoir County Community College, Southeastern Community College, Atlantic Christian College, Campbell College, Methodist College, North Carolina Wesleyan College, St. Andrews Presbyterian College Chowan College, Mt. Olive Junior College, Southwood College and Vardell Hall.

** Includes the four campuses.

APPENDICES

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APPENDIX A

HOW A NEW CAMPUS WAS ADDED TO THE UNIVERSITY OF NORTH CAROLINA

I. Background of The Charlotte College Study

The Executive Committee of the Board of Trustees of the University of North Carolina on July 8, 1963 designated Mecklenburg County with its surrounding area as the first to be studied under the procedure outlined in the Statutes as amended in 1963.

Following this action, President William C. Friday then established an Advisory Council on Educational Policy composed of the vice presidents, the chancellors, and twelve professors selected to provide representation from each of the three campuses. It was created as a permanent body to advise the President on matters of policy involving the entire University. At its initial meeting on January 28, 1964, the procedure prescribed by the General Assembly of 1963 for the expansion of the University was the first matter discussed by the Council, and the Mecklenburg County area study was the first item on which the President requested advice. It was agreed that the Council would make a one-day visit to the campus of Charlotte College for the purpose of obtaining background information that would be useful in a subsequent discussion of the problem.

The visit occurred on February 12, 1964. Members of the Council and other representatives from the University met with members of the Board of Trustees of Charlotte College, members of the Board of Directors of the Charlotte College Foundation, members of the faculty and administrative staff of Charlotte College, members of the Charlotte City Council, Mecklenburg County Commissioners, members of the General Assembly from Mecklenburg and surrounding counties, and other interested citizens. The history, program, and objectives of the College were presented. Members of the Council inspected the site, buildings, and equipment. Conferences were held with members of each academic department, with the administrative staff, and with members of the library staff. At the end of the day, members of the Council had received an overview of the assets and aspirations of the College and were in better position to assess its potential as a possible campus of the University.

President Friday informed the Executive Committee of the Board of Trustees on February 23 that the study was in progress and asked as a matter of record that the following resolution be adopted by the Committee:

> WHEREAS, the North Carolina General Statutes provide that whenever the Board of Trustees of the University feels that there may be a need for an additional campus or campuses of the University it shall direct that a study be made of the area in which it is proposed to locate a new campus; and
>
> WHEREAS, it has been proposed that a study be conducted of Mecklenburg County and surrounding area with a view to establishment of a campus of the University at Charlotte College;
>
> NOW, THEREFORE BE IT RESOLVED by the Executive Committee of the Board of Trustees that it hereby directs that a study be made of the educational needs of the State, taking into particular account the relevant educational needs of Mecklenburg County and the surrounding area; such study to be made in accordance with procedures heretofore approved by the Board of Trustees and incorporated into the laws of North Carolina.

At the meeting of the Board of Trustees of the University in Raleigh on February 24, 1964, President Friday discussed the progress of the Mecklenburg County area study and summarized the activities of the Advisory Council on Educational Policy. At this same meeting, the Vice President for Institutional

Studies was designated as the principal staff officer to the Advisory Council on Educational Policy as it would be engaged in studying Charlotte College and the Mecklenburg County area.

A meeting of the Advisory Council on Educational Policy was held on March 18 for the purpose of exploring the Mecklenburg County area study in the light of the information collected during the February 12 visit. The following summarizes conclusions that were contributed by the several members of the Council:

1. An additional campus of the University would become a great asset to the State as it grows in population and wealth over the next twenty years. Viewed in this perspective, the expansion of the University to the Mecklenburg County area would be a logical step.

2. It can be assumed that a large state-supported institution of higher learning will develop in the Mecklenburg County area.

3. A policy decision as to whether the resources that will be allocated to this institution should be devoted to a campus of the University or to a separate institution will have to be made at an early date.

4. The Board of Trustees of Charlotte College and other leading citizens of the area have high ambitions for the institution and will move as expeditiously as possible to achieve their objective. Their present preference is that the college become a campus of the University.

5. Charlotte College is still relatively simple in its academic program and administrative organization, and it would not be difficult to effect a merger provided that planning toward this end moves ahead speedily.

6. The development of an additional University campus in the area should not be accomplished by slowing down the development of the existing campuses.

7. The development of graduate and professional programs on an additional campus of the University would have to be preceded by the development of an undergraduate program and faculty comparable to those on existing campuses.

8. The development of a University campus in the Mecklenburg County area for commuting students only would not be feasible, and eventually residential facilities would have to be provided.
9. If Charlotte College should become a campus of the University, its position in the administrative structure would be identical with that of the existing campuses.
10. Close liaison should be maintained and informal discussions should be conducted with trustees and officials of the College concerning such matters as faculty, buildings, equipment, site planning, land acquisitions, budgets, and other relevant items while the study is in progress.

Vice President A. K. King was directed to develop a plan for conducting the study.

The study extended from March through September 1964 and included many visits to the campus and conferences with members of the Board of Trustees, faculty members, and administrative officials of Charlotte College. Liaison was maintained with Charlotte College on such matters as personnel, capital improvements, budget, library, site planning, and academic programs. Consultative services were made available to evaluate the library, to advise on the revision of building plans, and to assist with budgetary problems. A member of the University staff attended the conference between College officials and members of the Board of Higher Education on the capital improvement needs of the institution. Four members of the University staff were present when the Budget Commission visited Charlotte College to hold its hearing on the capital improvements requested by the College. One member of the staff attended the "B" Budget hearing of the College before the Budget Commission in Raleigh. In addition, all available information relating to the history and present status of Charlotte College was reviewed including minutes of the Board of Trustees, personnel records of the faculty, the College catalogue, student records, building plans, and various official documents.

Recent studies of the increasing demand for college facilities in North Carolina were taken into account. Revised projections showing the current trend in college enrollment in North Carolina were incorporated in the study.[1] A varity of publications, documents, and statistical indices relating to the Mecklenburg County area were also consulted.

Basic assumptions under which an existing four-year college might be expected to become a campus of the University were developed by the Advisory Council on Educational Policy. The assumptions were then presented to representatives of the Charlotte College Board of Trustees, and became important criteria in determining the subsequent course of the study. The following is a summary of the assumptions:

1. The transfer of authority and responsibility for Charlotte College from its Board of Trustees to the Board of Trustees of the University of North Carolina would be without any reservations.
2. The level of financial support required for the new campus would be commensurate with that provided for the existing campuses of the University.
3. A comprehensive development campaign to support a University program would be necessary from the beginning.

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[1] The projections of college enrollment in North Carolina prepared by Dr. Horace Hamilton, William Neal Reynolds Professor of Rural Sociology at North Carolina State of the University of North Carolina at Raleigh, the authority in this field, were used in the study with his advice and permission.

4. Admissions standards for the new campus would be comparable to those required by existing campuses.

5. The same criteria would be applied in the employment of administrative and instructional personnel for the new campus as those applied for the existing campuses.

6. Policy governing teaching load and other personnel matters would be comparable for the new campus to that applying to the existing campuses.

7. The initial objective in developing a new campus would be that of providing undergraduate programs with standards comparable to those on the existing campuses; however, planning for graduate and professional programs would accompany the planning for undergraduate study.

8. Opportunities for both part-time and full-time graduate study would be provided on the new campus as soon as appropriate graduate standards could be met; however, graduate study in selected fields could be offered for part-time students on an interim basis by one of the existing graduate schools.

9. New programs of instruction would not be undertaken until adequate financing had been assured.

10. Residential facilities would have to be provided on the Charlotte campus as rapidly as possible in order to serve the needs of the entire State and to attract students with the range of interests required by a campus of the University.

The relevant information gathered during the study was organized with the objective of providing information on the following three questions:

1. Is there a need for an additional campus of the University?

2. Is the Mecklenburg County area an appropriate location for an additional campus?

3. Is Charlotte College suitable as a nucleus for a campus of the University?

On October 13, the Advisory Council on Educational Policy reviewed the issues involved in the possible expansion of the University to include

Charlotte College as a fourth campus. It was the consensus of the Council that an affirmative conclusion on each of the above three questions should be reported to the Board of Trustees of the University.

II. The Merger of Charlotte College with The University of North Carolina

At the regular meeting of the Board of Trustees in Greensboro on November 16, 1964, President Friday recommended that "Charlotte College should be merged with the University of North Carolina." The following resolution was then adopted by the Board:

> WHEREAS, the Executive Committee of the Board of Trustees of the University of North Carolina, acting under General Statute 116-2.1, which prescribes the procedure for the establishment of additional campuses of The University, has found that there may be a need for an additional campus of The University and has directed that "a study be made of the educational needs of the State taking into particular account the relevant educational needs of Mecklenburg County and the surrounding area," pursuant to a proposal that a campus of the University be established at Charlotte College; and
>
> WHEREAS, that study has been completed and the following conclusions reached: first, that the University of North Carolina should develop an additional campus; second, that the additional campus should be located in Mecklenburg County; and third, that Charlotte College should be merged with the University of North Carolina and reorganized as the fourth campus of the University; and
>
> WHEREAS, the Board of Trustees of Charlotte College has requested in a formal resolution that Charlotte College become a campus of The University;
>
> NOW, THEREFORE BE IT RESOLVED by the Board of Trustees of The University of North Carolina:
>
> 1. That subject to:
>
>   a. the approval of the North Carolina Board of Higher Education,

b. the approval and provision of adequate financial support for the proposed campus by the General Assembly,
c. the enactment by the General Assembly of necessary legislation repealing the provisions of Article 2, Chapter 116, of the General Statutes of North Carolina pertaining to Charlotte College,
d. the enactment of such additional legislation and the performance of such other official acts by the Board of Trustees of Charlotte College and other appropriate authorities as may be necessary to transfer the property of Charlotte College to the proposed campus, and
e. the application to the proposed campus of standards and criteria now prescribed by the Board of Trustees for the existing campuses of The University, an additional campus of The University is hereby established by incorporating and merging Charlotte College into The University of North Carolina, effective July 1, 1965.

2. That the former Charlotte College shall thenceforth be designated "The University of North Carolina at Charlotte."

The above action of the Board of Trustees was transmitted to the North Carolina Board of Higher Education, and in January 1965 the latter gave its approval in accordance with the procedure prescribed in G.S. 116-2.

On March 3, 1965, SENATE BILL 10, AN ACT TO MAKE CHARLOTTE COLLEGE A CAMPUS OF THE UNIVERSITY OF NORTH CAROLINA UNDER THE DESIGNATION "THE UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE" was ratified in the General Assembly. The act reads as follows:

> Section 1. G.S. 116-2 is amended by adding at the end of that Section the following new paragraph:
>
> "On July 1, 1965, The University of North Carolina at Charlotte shall become a campus of The University of North Carolina."
>
> Sec. 2. (a) Part 4 of Article 1 of Chapter 116 of the General Statutes is redesignated Part 5 of that Article, and Part 3A of Article 1 of Chapter 116 of the General Statutes is redesignated Part 4 of that Article.
>
> (b) A new Part 3A of Article 1 of Chapter 116 of the General Statutes is enacted to read as follows:
>
> "Part 3A. The University of North Carolina at Charlotte.

"§ 116-39. The University of North Carolina at Charlotte. (a) Charlotte College shall become a campus of The University of North Carolina under the designation 'The University of North Carolina at Charlotte' on July 1, 1965, whereupon it shall cease to be subject to the terms of Article 2, Chapter 116, of the General Statutes and shall become subject to the terms of Article 1, Chapter 116, of the General Statutes.

"(b) The Board of Trustees of Charlotte College shall, on or before July 1, 1965, execute proper legal instruments conveying to The University of North Carolina, without consideration, all right, title, and interest of the grantor in and to the real and personal property of Charlotte College, including all endowments, executory contracts, and unexpended State appropriations. Mecklenburg County shall continue to be solely liable for the repayment of all indebtedness incurred by that county in aid of Charlotte College."

Sec. 3. (a) G.S. 116-45 (6) is amended by striking from line 1 ",Charlotte College,".

(b) G.S. 116-45.2 is amended:

(1) by striking from the caption, ",Charlotte College";

(2) by striking from line 2 of subsection (a) ",Charlotte College,";

(3) by striking from lines 2 and 3 of subsection (b) ", for Charlotte College,";

(4) by striking from lines 1 and 2 of subsection (c) ", the board of trustees of the Charlotte Community College system,";

(5) by striking from line 5 of subsection (c) ", the new board of trustees of Charlotte College,";

(6) by striking from line 8 of subsection (c) ", Charlotte College,";

(7) by striking from line 13 of subsection (c) ", Mecklenburg,";

(8) by striking from line 15 of subsection (c) ", Charlotte College,"; and

(9) by striking from lines 18 and 19 and from lines 23 and 24 ", Charlotte College".

(c) G.S. 116-175(1) is amended by striking from line 7 "Charlotte College".

(d) G.S. 116-186 is rewritten to read as follows:

"§ 116-186. Registration and regulation of motor vehicles maintained and operated by students on campuses. The respective boards of trustees of the institutions enumerated in Articles 1, 2, and 3 of Chapter 116 of the General Statutes may adopt reasonable rules and regulations governing the registration and operation on the campuses thereof of motor vehicles maintained and operated by students enrolled therein and may, in connection with such registration, charge a fee therefor not in excess of twenty-five dollars ($25.00) annually, which fee shall be placed in a special fund at each institution, to be used by appropriate resolution of the board of trustees to develop, maintain, and supervise parking areas and facilities. No fee shall be charged on those motor vehicles operated by physically handicapped students."

(e) G.S. 116-189 (1) is amended by striking from line 4 "Charlotte College,".

> (f) G.S. 116-189 (3) is rewritten to read as follows:
> "(3) The word 'institution' shall mean each of the institutions enumerated in § 116-2 and § 116-45."
> Sec. 4. All laws and clauses of laws in conflict with this Act are hereby repealed.
> Sec. 5. G.S. § 116-39 (b), set forth in Section 2 (b) of this Act, shall take effect upon the ratification of this Act. The remainder of this Act shall take effect on July 1, 1965.
> In the General Assembly read three times and ratified, this the 3rd day of March, 1965.

This legislation became effective July 1, 1965, except that the section concerning conveyance of the Charlotte College properties to the University of North Carolina became effective upon ratification of the Act. After the action of the General Assembly, the University worked in cooperation with the administration and Board of Trustees of Charlotte College toward a smooth and orderly merger.

All proposed additions to the faculty for the academic year 1965-66 were cleared with President Friday and presented to the Executive Committee of the Board of Trustees in July. The Chairman of the Board of Trustees of Charlotte College authorized the President of the College to provide President Friday with an official list of faculty members who were eligible to continue for the next academic year and each person on the list was invited to continue for another year.

The proposed budget of Charlotte College for the 1965-67 biennium was presented to the Joint Appropriations Committee of the 1965 General Assembly as the budget of the University of North Carolina at Charlotte when President Friday appeared before the Committee on March 25 for the University budget hearing.

The Attorney General was asked for advice as to the proper legal procedures, required documents, and clearances with other agencies of State government that were necessary to implement the conveyance of the Charlotte College properties to the University. This transaction was completed at the meeting of the Board of Trustees of the College on June 17.

The citizens of the Charlotte-Mecklenburg area held a formal occasion with Governor Moore as the chief speaker to mark the transfer of authority and responsibility on July 1. At that time the Board of Trustees became responsible for the following: a campus of 897 acres, four buildings completed and two under construction containing 345,000 square feet of space, curricula and equipment for eighteen degree programs, a library of 50,000 volumes, a faculty and staff numbering almost 200, and "A" budget of over $3,375,000 for the biennium with some additional "B" budget support hoped for, a College Foundation with resources of over $1,250,000, and a projected student body in September of over 1,800.

A few developments following July 1965 are listed below to show some of the complexities involved in activating the fourth campus:

1. A committee of the Board of Trustees was selected to advise the President regarding a permanent Chancellor, since the four-year institution had no alumni and its faculty had only recently been assembled.

2. The Acting Chancellor and the Business Manager began attending meetings of appropriate University-wide committees.

3. The budget and capital improvements came under the purview of the President. Personnel was brought under the University system with the Vice President for Academic Affairs having general oversight of matters involving academic personnel.

4. The University Code was amended to include the Charlotte campus.

5. Trustee committees began functioning for the Charlotte campus.

6. The University admissions policy was made applicable to Charlotte, thus enabling the students there to transfer credits freely from one campus to another.

7. Chancellor D. W. Colvard was elected on January 28, 1966, took office on April 1, and was inaugurated on March 3, 1967. Dr. Bonnie Cone became Vice Chancellor with responsibility primarily for community, student, and alumni affairs.

8. The Charlotte campus admitted graduate students in education in summer 1966 under the aegis of the Graduate School of the University at Chapel Hill.

9. Plans have proceeded on schedule for accreditation by the Southern Association of Colleges and Schools in December 1967.

APPENDIX B

STATUTORY PURPOSE AND FUNCTIONS OF EACH STATE-SUPPORTED SENIOR INSTITUTION OF HIGHER EDUCATION IN NORTH CAROLINA

UNIVERSITY OF NORTH CAROLINA

The University of North Carolina shall provide instruction in the liberal arts, fine arts, and sciences, and in the learned professions, including teaching, these being defined as those professions which rest upon advanced knowledge in the liberal arts and sciences, pure and applied. The University shall provide instruction in the branches of learning relating to agriculture and the mechanic arts, and to other scientific and to classical studies. The University shall be the only institution in the State system of higher education authorized to award the doctor's degree. The University shall extend its influence and usefulness as far as possible to the persons of the State who are unable to avail themselves of its advantages as resident students, by extension courses, by lectures, and by such other means as may seem to them most effective. (G.S. 116-15)

WESTERN CAROLINA COLLEGE, EAST CAROLINA COLLEGE, APPALACHIAN STATE TEACHERS COLLEGE

The primary purpose of Western Carolina College, East Carolina College, and Appalachian State Teachers College shall be the preparation of young men and women as teachers, supervisors, and administrators for the public schools of North Carolina, including the preparation of such persons for the master's degree. Said institutions may also offer instruction in the liberal arts and sciences, including the preparation for the master's degree, and such other programs as are deemed necessary to meet the needs of its constituency and of the State and as shall be approved by the North Carolina Board of Higher Education, consistent with appropriations made therefor. (G.S. 116-45)

PEMBROKE STATE COLLEGE

The primary purpose of Pembroke State College shall be the undergraduate education of the Lumbee Indians and other persons who may be admitted under uniform regulations of the board of trustees. The educational program of the institution shall be subject to the approval of the North Carolina Board of Higher Education, consistent with the appropriations made therefor. (G.S. 116-45)

NORTH CAROLINA COLLEGE

The primary purpose of North Carolina College at Durham shall be undergraduate instruction in the liberal arts and sciences, the training of teachers, supervisors, and administrators for the public schools of the State, and such graduate and professional instruction as shall be approved by the North Carolina Board of Higher Education, consistent with the appropriations made therefor. (G.S. 116-45)

AGRICULTURAL AND TECHNICAL COLLEGE

The primary purpose of the Agricultural and Technical College of North Carolina shall be to teach the agricultural and technical arts and sciences and such branches of learning as relate thereto; the training of teachers, supervisors, and administrators for the public schools of the State, including the preparation of such teachers, supervisors and administrators for the master's degree. Such other programs of a professional or occupational nature may be offered as shall be approved by the North Carolina Board of Higher Education, consistent with the appropriation made therefor. (G.S. 116-45)

ELIZABETH CITY STATE COLLEGE, FAYETTEVILLE STATE COLLEGE, WINSTON-SALEM STATE COLLEGE

The primary purpose of Elizabeth City State College, Fayetteville State College, and Winston-Salem State College shall be the undergraduate preparation of young men and women for teaching in the public schools of the State. Such other programs may be offered as shall be approved by the North Carolina Board of Higher Education, consistent with the appropriations made therefor. (G.S. 116-45)

ASHEVILLE-BILTMORE COLLEGE, WILMINGTON COLLEGE

The primary purpose of Asheville-Biltmore College, and Wilmington College shall be to provide undergraduate instruction in the liberal arts and sciences, the training of teachers, and such graduate, professional, and other undergraduate programs as are deemed necessary to meet the needs of their constituencies and of the State and as shall be approved by the North Carolina Board of Higher Education, consistent with appropriations provided therefor. (G.S. 116-45)

NORTH CAROLINA SCHOOL OF THE ARTS

The primary purpose of the school shall be the professional training, as distinguished from liberal arts instruction, of talented students in the fields of music, drama, the dance, and allied performing arts, at both the high school and college levels of instruction, with emphasis placed upon performance of the arts, and not upon academic studies of the arts. The said school may also offer high school and college instruction in the academic subjects, and such other programs as are deemed necessary to meet the needs of its students and of the State, consistent with appropriations made and gifts received therefor, and may cooperate, if it chooses, with other schools which provide such courses of instruction. The school, on occasion, may accept elementary grade students of rare talent, and shall arrange for such students, in cooperation with an elementary school, a suitable educational program. (G.S. 116-69)

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APPENDIX C

THE NEED FOR DOCTORAL LEVEL INSTRUCTION IN NORTH CAROLINA, 1967-76

As a result of the request by East Carolina College that a study be made of the "desirability of elevating East Carolina College to independent university status," the subcommittee of the Board of Higher Education consulted with the Committee on Long-Range Planning of the University of North Carolina concerning (1) the needs for graduate study beyond the master's level in North Carolina, 1967-76, and (2) the plans of the University with reference to meeting those needs. Tables II, III and IV of the Board of Higher Education report, supplemented by interpretive information that follows in this appendix, reflect the anticipated needs for graduate study beyond the master's degree level through 1976 in the fields listed, and the plans of the University of North Carolina to meet those needs.

Agriculture. The Ph.D. degree in agriculture is available in the areas of animal science, biological and agricultural engineering, crop science, food science, and soil science. Projections in Table III are based on a study of the demand for teaching, research, government service, and business personnel in agriculture, and on the downward trend of enrollment in this field. Graduates of these programs are in great demand in the State, the nation, and throughout the world. Current advances in science and technology are rapidly upgrading the training requirements for agriculture. The University has the capacity to handle more students in this field, and the projection of graduates would be higher if the pool of qualified students expected to seek admission in the areas of agriculture was larger. There are plans to add doctoral programs in the areas of horticulture science and poultry science, for which the need is great, during the next decade as shown in Table IV.

Biological Sciences. Included in this field are bacteriology, biochemistry, botany, entomology, genetics, microbiology, pathology, plant pathology, plant physiology, parasitology, physiology, and zoology. Doctoral programs are available on two campuses of the University and at Duke University and Wake Forest College. Projections in these areas were developed by the Schools of Medicine and Public Health and the Division of Academic Affairs at Chapel Hill, and by the School of Agriculture and Life Sciences at Raleigh. The needs of teaching, research, industry, and government were considered; enrollment trends were analyzed; and the importance of federal support for fellowships and research were recognized in making the projections. Table IV shows that the University is planning to initiate additional programs in the areas of anatomy, cell biology, bio-medical engineering, nutrition, and virology during the next decade. Furthermore, a doctoral program in general biology on an additional campus may be proposed for authorization during the same period. The University has the capacity to meet the State's needs in this field, if a sufficient number of qualified and well-motivated students enter the various departments that offer programs in the biological sciences.

Business Administration. The projection in this field represents an attempt to estimate the number of Ph.D. graduates that North Carolina could absorb in teaching, research, and business practice in the next decade. There are currently two M.B.A. programs in the State, one at Chapel Hill that is accredited, and a relatively new one at East Carolina College not yet accredited. The University may undertake a program on one of the other campuses before the end of the decade if the demand should so warrant. There is only one Ph.D. program in business administration in North Carolina at the present time; however, there are programs in economics on the Chapel Hill and Raleigh campuses and an additional program is offered by Duke University. If the time should come when the present Ph.D. program in business administration cannot accomodate all qualified applicants, plans will be initiated to provide an additional program on another campus.

Education. Doctoral programs in the field of education are available in the areas of administration and supervision, adult education, educational psychology, elementary education, guidance and counseling, higher education, history and philosophy of education, occupational education, physical education, and secondary education. The projection of need in this field took into consideration the demand for college teachers; for superintendents, principals, and supervisors in the larger public school systems; for community college personnel; for research personnel; and for staff of the State Department of Public Instruction. The total is considered an optimum figure. The deficit results from a shortage of qualified applicants among public school teachers and administrators who will likely undertake doctoral programs. The University could easily handle in programs already authorized on the Chapel Hill, Raleigh, and Greensboro campuses enough additional students to eliminate the deficit if the students should be available. In addition Duke University offers the Ed.D. degrees in Education and plans to add a Ph.D. in fall 1967.

Engineering. The Raleigh campus offers the bachelor's, master's and Ph.D. degrees in ceramic engineering, chemical engineering, civil engineering, electrical engineering, engineering mechanics, industrial engineering, mechanical and aerospace engineering, and nuclear engineering. It offers the bachelor's and master's degrees in geological engineering and metallurgical engineering and the bachelor's degree only in engineering operations and furniture manufacturing and management. The Charlotte campus offers the bachelor's degree in electrical engineering and mechanical engineering. In addition, A and T College offers the bachelor's degree, and Duke University offers the bachelor's, master's, and Ph.D. degrees in some areas of engineering. The projections for engineering are based on a very careful and thorough study of national and State trends. It also takes into consideration the increasing demand for engineers with graduate degrees. An annual increase in the production of engineers of nine percent would be necessary to provide for anticipated industrial growth, for attrition among practicing engineers, and for the increasing engineering talent needed per unit of population. It would also be necessary during the next decade to increase the output of engineers with graduate degrees from 16 percent to 38 percent in order to meet the demand for more highly trained specialists in this field. The enormous shortage of engineers projected in Table III results entirely from enrollment trends in the field of engineering both in the State and nationally. It is a fact that an insufficient number of students are entering engineering schools to meet the needs of either North Carolina or the nation. If students for engineering programs should appear in larger numbers, the University will be able to expand its facilities and faculty rapidly enough to take care of them. As shown in Table IV,a Ph.D. program in metallurgical engineering, for which there is both a need and a predicted student demand, may be added in the next decade along with a program in biomedical engineering. In addition, a master's degree program in biological engineering is also planned.

Fine Arts. The projection in the fine arts takes into consideration the needs of colleges and universities for teachers, the needs of the State Department of Public Instruction and public school systems for supervisors, and the needs of art museums for specialized personnel. Doctoral programs are available in both music and art on the Chapel Hill campus and Table IV indicates that the areas of music education, music therapy, and sacred music are under consideration for doctoral programs (on the Greensboro campus) during the next decade. The projection indicates that the University can meet the need in this field.

Forestry. Programs at the bachelor's, master's, and Ph.D. levels are available at Raleigh and at the master's and Ph.D. levels at Duke University. These programs serve a regional as well as a State need and the projection indicates that a surplus at the graduate level is in prospect that can be shared with the region.

Home Economics. In the field of home economics on the Greensboro campus, a bachelor's program is available in the area of interior design; bachelor's and master's programs in general home economics; and bachelor's, master's and Ph.D. programs in child development and family relations, in clothing and textiles, in foods, nutrition, and institutional management, in housing and management, and in home economics education. The projections are based on information received from heads of home economics departments, the Director of Home Economics Extension, and the State Supervisor of Vocational Home Economics. Consideration was given to the needs of business, industry, the public schools, the colleges, the Extension Service, and the communications media. It is estimated that the University and other institutions will have enough qualified students at all levels to graduate the personnel needed in home economics by the State during the next decade.

Journalism. The projection in this field probably represents the optimum. The total projected for graduation from the University at both the master's and doctoral levels would be greater if the anticipated enrollment were higher. The University has the capacity for meeting the State's needs in the field of journalism.

Languages and Literature. This field includes Ph.D. programs in the areas of English, comparative literature, linguistics, Latin and classical Greek, French, Spanish, romance languages, and German offered on the Chapel Hill campus. Programs are also offered in most of these areas by Duke University. The projections in these areas are based on the estimated need of colleges and universities for teaching personnel assuming that they will continue to employ at least the present proportion of doctorates over the next decade. The University at Chapel Hill has been, for more than a generation, one of the national centers. The projection indicates that the programs in this field will produce a surplus of doctoral graduates that could increase the proportion of doctorates on college faculties in languages and literature. If additional facilities should be needed to take care of the expanding needs of community colleges and other institutions, the University could activate programs on other campuses.

Library Science. The University at Chapel Hill offers the degree of master of library science for librarians and for administrators of college and public libraries.

Mathematical Subjects. This field includes the following areas: information science, mathematics, biostatistics, statistics, and experimental statistics. Doctoral programs in mathematics and experimental statistics are offered at Raleigh. Chapel Hill offers programs in all except experimental statistics and information science and, as indicated in Table IV, a doctoral program will be initiated in the latter which is an area of acute shortage resulting from the rapid development of the computer. An additional program in biomathematics may also be developed during the decade. Duke University also offers the Ph.D. in mathematics. The projection for the mathematical subjects in which the Ph.D. degree is currently offered indicates a surplus; however, this appears to be a very conservative estimate when considered in the light of the demand for teachers of mathematics and statistics and the need for personnel in these fields by government and industry. When the need in the area of information science is added, the surplus becomes a deficit. The University will be able to meet the need if the pool of qualified students who desire to undertake programs at the doctoral level in these areas is sufficient.

Philosophy. The University at Chapel Hill and Duke University offer doctoral programs in philosophy. The projection was made on the basis of the anticipated demand for personnel in philosophy by colleges and universities. The only limiting factor in meeting the need is the availability of qualified students.

Physical Sciences. This field includes the areas of chemistry, geology, medicinal chemistry, and physics. Doctoral programs in medicinal chemistry and geology are offered at Chapel Hill. Doctoral programs in chemistry and physics are available on the Chapel Hill and Raleigh campuses of the University and at Duke University. The University of North Carolina may also during the next decade propose additional doctoral programs in the areas of climatology, earth science, and geophysics. The projection in Table III was based on national manpower studies in the sciences, the demand for college and university faculty, the needs of government and industry, the availability of federal support for fellowships and for research, and the probable pool of qualified students. The University will be able to increase its output of graduates to overcome the deficit indicated in Table III if enough qualified students enter the several areas.

Psychology. Doctoral programs in psychology are offered on the Chapel Hill and Raleigh campuses of the University and at Duke University. The projection of the total North Carolina need in this field is conservative in view of the opportunities for employment on college faculties, in hospitals, in mental health clinics, and in public school systems. There is an ample supply of qualified students seeking admission to doctoral programs in psychology. The Department of Psychology at Chapel Hill will move into new and expanded quarters next fall. A third campus of the University could inititate a doctoral program any time it is warranted. The need for psychologists in North Carolina during the next decade should be met, and there is a good prospect for a surplus to be shared with the region and the nation.

Regional Planning. A doctoral program in Regional Planning is offered on the Chapel Hill campus. The projection in this field is based on the acquaintance of the regional planning faculty with the demand for personnel in city, county, state, and other planning offices. Holders of the master's degree occupy positions in many governmental agencies at the local, state, and national levels. Holders of the Ph.D. degree occupy major positions in planning agencies and are in demand for teaching on university faculties. The Department serves a national and regional need as well as supplying North Carolina with planning personnel. As Table III indicates, it should be able to take care of all the State's needs and should also produce a generous surplus to share with other states.

Social Sciences. Doctoral programs in the social sciences are offered by the University in the fields of anthropology, economics, geography, history, political science, sociology, and rural sociology. All of these are available on the Chapel Hill campus except rural sociology which is offered on the Raleigh campus. A program in economics is also available at Raleigh. In addition, doctoral programs in anthropology, economics, history, political science, and sociology are offered by Duke University. The total projected need for North Carolina found in Table III is based on the estimated demand for college and university faculty, the probable demands of government, and to a lesser extent the demands of industry, for graduates in the social sciences at the doctoral level. North Carolina has long been a center for graduate study in the social sciences. Consequently, it is no surprise that a surplus of graduates in these areas collectively is expected. As a matter of fact, the output of graduates in the social sciences could be increased to take care of any unforeseen needs that might arise during the next decade if enough qualified students are available.

Social Work. The degree of master of social work which is offered on the Chapel Hill campus of the University is designed to prepare students for positions in public social work agencies at the local, state, and federal levels and for positions in the numerous private agencies that require training in this field. The projection of the total North Carolina need for professionally educated social workers is based on an estimate of the probable requirements of private and public agencies during the next decade. Taking into consideration the greatly increased activity of the federal government in social security and related programs in recent years, the projection may be on the conservative side. Before the end of the decade, the University will be confronted with a problem of either expanding the present School of Social Work or adding a second school on one of the other campuses. As indicated in Table IV, a program leading to the degree of Doctor of Social Work may be proposed during this decade. Education beyond the master's level is needed by teachers of social work in colleges and universities and by the holders of many positions in State and federal agencies. At present, students who desire advanced training in social work have to leave the State in order to obtain it.

Textiles. Programs leading to the bachelor's and master's degrees in textile chemistry and textile technology are offered on the Raleigh campus. Projections of the need in North Carolina for graduates of these programs are based on a survey of the industry, findings of the long-range planning committee of the Textile Research Institute, and an anticipated three percent annual growth in the industry. A special factor is the concentration of research in textile chemistry and textile technology in North Carolina, especially in the Research Triangle area. The need for doctoral programs in textile chemistry and textile technology is already apparent, and Table IV indicates that such programs will be proposed sometime within the next decade. The production of sufficient graduates at both the bachelor's and master's levels to take care of the need in North Carolina can be met if the requisite number of qualified students choose this field of study.

APPENDIX D

A REPORT OF A SURVEY OF EAST CAROLINA COLLEGE FOR THE STATE BOARD OF HIGHER EDUCATION, STATE OF NORTH CAROLINA

February 10, 1967

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A REPORT OF A SURVEY OF EAST CAROLINA COLLEGE FOR THE STATE BOARD OF HIGHER EDUCATION, STATE OF NORTH CAROLINA

Date of Visit: December 12 - 15, 1966

Fred W. Conner, Vice President for Academic Affairs, University of Florida

Russell M. Cooper, Dean, College of Liberal Arts, University of South Florida

Elmer Ellis, President Emeritus, University of Missouri

George Fulton, Chairman, Department of Biology, Boston University

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David E. Kaser, Director of Joint University Libraries, Vanderbilt University

W. W. Read, Vice President for Finances, University of Tennessee

Joseph A. Williams, Dean, College of Education, University of Georgia

Robert W. MacVicar, Vice President for Academic Affairs, Southern Illinois University (Chairman)

Date of Report: February 10, 1967

Introductory Statement

The visit by a nine-member advisory committee of university scholars and administrators to East Carolina College was the result of a specific action of the Board of Trustees of the College in requesting that the North Carolina Board of Higher Education "study the desirability of elevating East Carolina College to independent university status." Subsequent to that action, the Board of Higher Education through its executive officer identified a chairman of a visiting committee and, in collaboration with the chairman of the committee of consultants, a panel of experienced academic scholars and administrators, all of whom in addition to their familiarity with academic policy and procedures generally had also been involved in the process of institutional evaluation and appraisal. The members of this panel all visited East Carolina College on December 12 - 15, 1966.

At the outset, this committee agreed that there were certain things that it felt were *not appropriate* to its particular charge. These include the following:

1. The determination of the *need for expanded educational service* to the people of North Carolina. By statute this duty is assigned to the Board of Higher Education; as a practical matter the committee had neither the time nor the resources to make any significant appraisal of need and hence will not speak for this particular issue.
2. The determination of the *cost of such expanded services* and the ability of the state to provide the resources for such expansion as might be determined as needed.

3. The committee did not see as its task a semantic exercise in attempting to define what was meant by "university status." It is clear that the term "university" describes a wide spectrum of educational institutions; that likewise the word "college" is not any longer adequately descriptive of single-purpose institutions.

4. The committee also felt that it was not prepared to deal with the matter of the organization and administration of higher education in the State of North Carolina. Again this is the responsibility, under the constitution of the state, of the legislature and various agencies of the executive branch of government.

What the committee felt was its appropriate charge and what it hopefully achieved during its investigation was to accomplish the following:

1. To describe with reasonable accuracy the present status of East Carolina College with a special reference to its academic programs.

2. To ascertain the effectiveness with which the institution is discharging its present mission as defined by the North Carolina General Statutes.

3. To ascertain, insofar as practicable, whether or not an adequate base has been fairly laid for the upward extension of the current programs to higher levels than are now offered, e.g., from bachelor's to master's level and from master's to doctor's level.

I. East Carolina College--1966

East Carolina College is a complex, multipurpose institution of higher education located in Greenville, North Carolina, a city of approximately 20,000. Greenville is located not far from the midpoint, both east and west, north and south in the coastal plain region of the State of North Carolina. This area is characterized by relatively dispersed population with no large cities; has an economy based historically on agriculture; is gradually shifting to greater industrialization; largely small and light industry. The level of income is substantially less than the industrialized Piedmont, and until quite recently the college-going-rate for this portion of the state was less than was for the more economically favored areas. East Carolina College is the only educational institution offering the graduate degrees for this region. The population of the counties within a fifty mile radius of Greenville was estimated to be 610,000 in 1965.

The official enrollment in Fall, 1966 of East Carolina College is 8,823 students. Of these, 8,145 are classified as full-time and 678 are part-time. There are 689 graduate students enrolled in the Fall Quarter. Since 1954, the enrollment at the college increased 273 per cent compared with 146 per cent for all other public senior institutions in the state. For several biennia the enrollments have exceeded by a substantial margin those projected for budgetary purposes.

East Carolina College is currently a complex, multipurpose institution of higher education. It offers baccalaureate level work in most of the liberal arts and sciences and has programs in the professional fields of education, business, fine arts and nursing. At the graduate level it offers the master's degree in about 20 different disciplines and has enlarged its offerings in the field of graduate professional education to provide the opportunity for students to qualify for advanced certificates in school administration. Many of these offerings at the graduate level have been introduced during the last few years.

As would be expected from the historic origins of the College as a teacher education institution, this is still a dominant element. More than 5000 of the 8800 students are in teacher-education programs. The majority of the graduate students in both the summer and regular terms are teachers or school service personnel.

The East Carolina College is characterized by a marked service orientation to the region in which it is located and has committed itself to a broadly-oriented concept of public service. By a variety of different fields of activity--extension offerings both for teachers and military personnel, industrial development services, major efforts to enrich the cultural opportunities--it has attempted to serve its constituency.

The committee would not regard itself as having had an adequate opportunity to evaluate the support of the institution by other people of its area. It is its distinct impression, however, that the institution is most fortunate in its relationships to the people of the region that it aspires to serve. There seems to be little evidence of "town-gown" friction in the city of Greenville. On the contrary, the city has participated in several joint ventures with the college to make available facilities used jointly by the institution and by the citizens of the city. The committee has the distinct impression that to some degree at least the college has become a symbol for the people of the region in their efforts to improve their economic position. There seems little question but that its presence has contributed materially to the "awakening" which appears to have occurred in the last fifteen years in the coastal plain area.

II. Organization and Administration

A. General Administrative Organization.

The general administration of the college is typical of institutions of higher education and appears to be adequate not only for the present but for the future. Certain proposals are being considered for minor reorganization, but the current structure is fairly typical of educational institutions and is adequate not only for an institution of the present complexity and size of East Carolina but for one of considerably larger dimension both in scope of program and number of students.

B. Organization for Academic Administration.

There are currently two officers now involved in the general oversight of the academic program of the institution--a Vice-President for Academic Affairs and a Dean of the Faculties. The remainder of the academic administration is essentially a conventional one with deans of various units of instruction and permanent departmental chairmen. Because of the rapid growth of the institution there has been a continued fragmentation of the academic organization and many of the officers of administration, especially the chairmen, are relatively new in their respective offices. In general, administrative positions are to be filled with individuals of competence and promise and given a period of adjustment should serve the institution well. Almost without exception, however, no member of the administrative staff has had any experience with university work of an advanced professional and research character.

A key component of academic administration for the development of the institution at the graduate level is the Graduate School. This is a relatively recently organized unit which is only now beginning to feel its way in terms of a development of standards of graduate education and to assume a major role in the review of proposed graduate programs. If the institution aspires to excellence in its program of graduate education, this element of administration will need to be strengthened materially, both in terms of providing support to the Dean of the Graduate School and by assuring that the Graduate Council is representative of the very best the institution has to offer in terms of its graduate faculty.

C. The Organization for Student Affairs.

The administration of the Student Affairs Activities of the East Carolina College is typical for an institution of its current size and complexity. The officers are experienced, having assumed their current roles when the institution was much smaller. There seem to be no major problems involved involving students at the institution, and relationships between various administrators and Student Affairs and their counterparts in Business and Academic Affairs appear to be harmonious. There is no reason to believe that the present organization would not adequately serve an institution of considerably greater size if properly augmented by additional personnel.

D. Organization for Business Affairs.

The organization for the administration of the Business and Fiscal Affairs of the institution is in the hands of an experienced officer who has held this responsibility for many years. Most of the subordinate officers for business and fiscal management are likewise individuals of experience and there seems to be no question about the capacity of this branch of the administration of the institution to respond adequately to the additional demands which would be placed upon it by growth in size and complexity of function.

In summary, the organization and administration of the East Carolina College appears to be adequate for discharging its present obligations and provides an adequate base for expansion, both into additional areas of service and to higher levels of degrees than now authorized. If the institution aspires to have a graduate program of quality it must assure itself that its Graduate School is adequately supported in terms of both leadership by the dean and the involvement of the most responsible members of the Graduate Faculty in the decision making process to an extent which has not been done in the past.

III. The Instructional Program

A. School of Arts and Sciences.

The School of Arts and Sciences is the unit of instruction responsible for providing most of the general education of students of East Carolina College exclusive of the Fine Arts; it also has a spectrum of undergraduate majors spanning the major areas of knowledge commonly found in such a unit. The academic programs in the School of Arts and Sciences have undergone both rapid change in terms of number of students served and in the number of majors who aspire to an educational objective other than that of teaching. Within the recent past there has been an extensive reorganization of the School with a number of the departments being created as separate units by fragmentation of larger elements.

1. The Humanities

The humanistic disciplines are represented at East Carolina College by Departments of Drama and Speech, English, Foreign Languages and Philosophy.

a. Drama and Speech.

The Department of Drama and Speech is heavily oriented toward the theatre and associated performing arts rather than the other traditional elements--public address or speech correction. At the present time it offers no major in which drama is not a principal ingredient and the entire thrust of the Department is heavily professional in its orientation. It has made its presence very strongly felt in the East Carolina community through its sophisticated and highly successful theatrical productions. The Department has a current schedule of 11 full length plays and musicals each year and had just completed what was generally regarded as a most successful performance of "Marat/Sade" at the time of the visit. There is a summer theatre which has performed before eighty thousand people in the last three years.

As would be expected with such a program, the faculty is heavily oriented toward the professional theatre and the academic qualifications are consonant with that objective. Only one of the faculty in Drama and Speech holds the Doctorate, three hold the Master of Fine Arts and the remainder hold the Master's Degree or its equivalent. The quality of the faculty seems entirely adequate for the existing program and provides an adequate base for the aspiration of the Department to expand to offer the Master of Fine Arts with major in Drama. Less adequate coverage is currently available in Speech and considerable building is required in terms of faculty to develop an adequate competence to offer graduate work in Speech.

The facilities available for the conduct of the present program are adequate but would need expansion to permit graduate work to be offered. The library resources would require expansion to permit the offering of a sound program at the master's level in drama.

In summary, the Department of Drama and Speech is adequately staffed and equipped to discharge its present obligation and is among the leading departments in the institution in terms of its present stage of development. In order to offer a Master of Fine Arts degree in drama, additional resources will be required but the base for such development is now available. The resources are not clearly evident as likely to become available in the short term for further development beyond the Master's level in drama nor in the traditional aspects of speech beyond the baccalaureate degree.

b. English.

The Department of English is one of the large departments in the institution both in terms of numbers of students served and in terms of faculty. Because of the historic involvement in the general educational program and in the language arts area for the preparation of both elementary and secondary school teachers, this department has a longer history than many of the others at the College.

At the present time the department offers a conventional baccalaureate degree with a large number of majors--370. In addition this department has offered work leading to the M. A. degree for a number of years with considerable success. The quality of performance appears to be adequate as measured both by the quality of master's theses produced and the achievement of graduates in other institutions to which they have gone for doctoral work. At the present time, however, the graduate program is still geared to the needs of in-service teachers and other part-time students with only a relatively few graduate courses being offered and these for the most part (4 out of 5) scheduled in three hour sessions in the evening.

There is a significant core of nineteen faculty members with the doctor's degree in English. All remaining members of the faculty hold a master's degree with a significant number of them having substantial work beyond the master's and likely to earn the doctorate within the near future. The Department is adequately led and morale seems good despite relatively heavy teaching load and a very large commitment to lower division instruction.

Facilities

Facilities for the English Department are adequate for the present level of operation but would require substantial expansion should doctoral work be undertaken. Especially important would be the creation of adequate library resources and study spaces for graduate students in the library. Other needs largely consist of adequate office space for the faculty of the department which are crowded at the present time. Additional office facilities will be provided in the near future as buildings now under construction are completed.

With the possible exception of history, the Department of English probably has the soundest base laid for upward expansion to the doctorate. Much, however, needs to be done in order to qualify this department for the offering of the doctoral degree in the field and the target date set by the department as early as 1969 is not altogether realistic. The more important additions would consist of two or three staff members with significant research accomplishment of recent date and with experience in the direction of doctoral dissertations to set a "tone" for the entire operation. Teaching loads would have to be selectively decreased for the graduate component of the faculty and time provided for the smaller classes, dissertation direction and faculty scholarship necessitated by a doctoral program. It would be absolutely essential that the library collections be adequately strengthened, study carrels in the library added and other provisions made to give doctoral students ready access to the materials for scholarship in English language and literature.

c. Foreign Languages.

The Department of Foreign Languages offers an undergraduate major in French and Spanish with 66 majors enrolled in the former and 63 in the latter. It now offers only three courses in German beyond the intermediate level but hopes soon to offer enough work for a minor. The department appears to be alert and up-to-date in the management of curricular matters and has a modern though somewhat crowded language laboratory. The organization of the curriculum is one commonly found in departments of foreign languages and provides an adequate basis for the proposed upward expansion to the master's level in both French and Spanish. The faculty of the Department of Foreign Language is adequate for its present task. Ten of the faculty hold doctorates and sixteen hold master's degrees, a quite respectable performance in view of the rather critical shortage of well trained foreign language teachers at the present time. This faculty, however, will need to be expanded by additional individuals with the doctorate if it is to adequately offer master's level work in either one or both languages.

The facilities for the department are generally adequate with a well equipped language laboratory available for instruction by aural-oral methods. This laboratory is somewhat crowded, however, and will need to be expanded to provide for more adequate instruction as the demand increases. The library holdings are adequate for an undergraduate program but would need to be substantially enriched to provide the material for master's work in those languages which are selected for this particular expansion.

In summary, the Department of Foreign Language is adequately staffed and equipped to discharge its present obligations in an entirely adequate fashion. Basis has been laid for the development of master's work but, in order for this expansion to be of quality, additional faculty will need to be provided and library holdings substantially strengthened.

d. Department of Philosophy.

The Department of Philosophy is a relatively new unit with a small staff of five and one-half persons. It is led, however, by a dynamic young philosopher who has been able to create a considerable degree of enthusiasm and excitement among the students of the institution.

The department at the present time has only a relatively few majors but it is developing a series of minor programs so organized that they will be adaptable as support to various other major subjects. These programs should not only give depth to the studies of those who take them but should expand the work of the department and provide for additional faculty resources. The actual curriculum appears to be well organized and conventional for an undergraduate program.

The faculty at the moment includes only one person who has the doctoral degree. A number of the faculty, however, are relatively close to completing the requirements for this degree and within a relatively few years the department will probably have a staff composed primarily of individuals with the doctorate in hand. Morale seems unusually high in this department and reflects to a considerable extent the enthusiasm and vigor of the chairman. There is an unusual rapport between students and faculty and a philosophy club has been organized which meets so often and with such verve that it has become almost a burden albeit a happy one to the faculty.

Facilities. This department is poorly housed in facilities which are quite inadequate. This is recognized to be the case by the administration and appropriate plans are being made for more adequate facilities in the near future. In the meantime the morale of the department appears to be unimpeded by deficiency.

The library holdings in philosophy tend to be somewhat restricted in view of the fact that the department is of recent origin. The vigor of the chairman has brought rapid development of library holdings and they are obviously adequate for the undergraduate program. Very substantial expansion will be required however to provide adequate facilities for any work at the advanced level.

The Department of Philosophy clearly is discharging its present function in a most exemplary fashion. With appropriate support and a reasonable period of time it should be in a position to consider upward expansion. At the present time, however, its aspirations to enter the master's level work in the short-term future are probably unrealistically enthusiastic. On the other hand, the determination and vigor of the leadership of the department and the very high morale of the faculty give support for the view that this department may very well move forward more rapidly than would normally be the case.

2. The Social Sciences

The Social Sciences at East Carolina College consist of the Departments of Geography, History, Political Science and Psychology and Sociology and Anthropology. The current organization reflects a fragmentation of a previously existing Social Sciences division in 1963. It is anticipated that in the fall of 1967 there will be further division with the formation of the Department of Geology or Earth Science with an independent chairman by fission of the current Department of Geography. Later on Anthropology is expected also to become an independent department by splitting off from Sociology. Undergraduate majors are currently offered in all departments and all except Sociology also offer a master's program. In addition, the Department of Psychology offers a special two-year program leading to a M. A. degree in clinical psychology.

a. Department of Geography.

The current program of the Department of Geography at both the baccalaureate and master's level is fairly conventional for a combined Department of Geography and Geology. Master's work in the department was instituted only recently and only four M. A. degrees have been awarded to date. There are ten master's candidates in progress.

The department serves the teachers of geography of North Carolina by publishing a quarterly news letter, and the chairman conducts a geography tour for credit to some part of the world each summer. The department has likewise sponsored two NDEA institutes for geography teachers during the summer of 1965 and 1966. The department has also been interested in the economic development in the East Carolina region and two members of the staff work actively with the Institute for Research and Development located on the campus.

The faculty of this Department of Geography consists presently of ten faculty members; three additional positions are anticipated for September 1967. It is anticipated that four faculty members will withdraw to form the new Department of Geology. Of the ten current faculty members, four hold the Ph.D., the other six hold the master's degree with five of them having done two years of study beyond it. The research activity in the department is modest. This is unquestionably due in large measure to the very heavy teaching loads in this department. 3700 undergraduate and 150 graduate enrollees will be served this year.

The library is reasonably adequate for undergraduate geography teaching but needs considerable strengthening for graduate study, particularly in its periodical holdings. There is need for more room to house the map collection, especially when it is expanded and there is need for more laboratory space. It is anticipated that there will be some additional space provided in the immediate future by virtue of the move from the present building of the geology group.

In general, the Geography Department appears to have a firm foundation for its undergraduate studies but needs some strengthening in terms of its faculty in order to have an acceptable master's program. There is needed additional reinforcement of current library holdings, especially in the periodical area and additional equipment is needed. There is a good deal more development needed in order to have an adequate foundation for work beyond the master's. This seems to be clearly understood by members of the department who have clearly indicated some of these deficiencies in their plans for future development.

b. Department of History.

The Department of History is clearly one of the two or possibly three outstanding departments in the School of Arts and Sciences and is now providing a quite adequate program at both the baccalaureate and master's level--the latter being better than average for such programs in American colleges and universities. The emphasis on the undergraduate and graduate level is in the field of American history. This is in part influenced by the very large teaching load generated for this particular discipline by the general education requirements of the institution and by the demand for specialization in American history coming from prospective teachers.

The faculty of the department, the largest of any department in the institution consists of approximately thirty individuals, the great majority of whom have the Ph.D. Despite heavy teaching loads, a significant number of these have been productive of scholarly work and some of the staff members would be acceptable to graduate faculties of universities offering the doctorate.

The facilities of the department are reasonably adequate for the present level of offering. The book collection in the library is reasonably adequate for baccalaureate and master's work and the periodical collection while of recent origin is likewise acceptable. A manuscript department has been started which shows admirable scholarly enterprise but since it is just beginning it lacks the bulk of materials necessary to undergird a significant research program. Other regional resources have been largely used by those graduate students who have written theses to date, especially: 1) The State Archives in Raleigh, 2) The manuscripts collection of the University of North Carolina at Chapel Hill, and 3) The manuscripts collection of Duke University at Durham. It is not believed to be sound planning to continue to depend for the basic materials for historical studies on the library collections of other universities. Other resources available to the department in terms of offices and classrooms are modest but acceptable at the present level of operation. Substantial expansion would need to be provided in terms of library materials and study carrels for graduate students if the graduate program is to be developed to the doctorate.

In summary the History Department is in terms of caliber of faculty and present level of offerings one of the strongest and best developed departments at East Carolina College. Having said this, however, the fact remains that the department still requires substantial strengthening in order to lay a sound basis for the development of doctoral study. Since this is one of the departments mentioned by the college administration as an initial department for offering work beyond the master's, it is all the more necessary that these weaknesses be recognized and appropriate corrective action be taken. It is especially important to achieve a reduction in teaching load for those members of the faculty involved in graduate study and research and in strengthening of the library and manuscripts collection, so that adequate provision is made in Greenville for the conduct of serious study and research. Emphasis needs to be placed on obtaining a better balance than currently exists in the various fields of history represented, with emphasis on the European history which is very necessary for a sound program in American history.

c. Department of Political Science.

The Department of Political Science is of recent origin, having been created only three years ago. It offers a major at both the baccalaureate and master's level, the latter having been instituted in 1966. Despite this recent origin, however, the program now enrolls ten students of whom two expect to receive the master's degree in 1967. The major emphasis of the department is American and State Government. The faculty, however, recognizes the importance of comparative government and is attempting to develop an Asian program. It conducts an annual Institute on Constitutional Democracy and Totalitarianism.

There are ten current members of the faculty with three new positions having been authorized for 1967. Eight of the current faculty hold the doctor's degree and the other two have master's level training with some work beyond. The faculty has been only modestly active in research and publication. This, however, can be readily attributed to the very large undergraduate teaching load which this particular department is required to carry. Because of the unavailability of large lecture rooms, this department has been prompted to use closed circuit television as a means of providing basic instruction in American government. While this system seems to work reasonably well in providing a "dispersed mass lecture" there does not appear to have been as much imaginative use of the media to enrich and strengthen the course as has occurred in some institutions.

This department is rather poorly housed in one of the older buildings scheduled for demolition. As additional buildings become available it is anticipated that it will move to share quarters in reasonable proximity to the other social science departments. Some relief is in sight for the fall of 1967. The library resources in political science are reasonably adequate for undergraduate purposes but needs considerable expansion to create an adequate base for even the existing master's program. The periodical holdings need to be increased and the public documents collection is inadequate for more than the present level of offerings. The state archives in Raleigh provide a resource for research and work in state government but these should not be used as an excuse to fail to provide adequate on-campus resources for work in political science and government.

In summary, the Department of Political Science is reasonably well equipped both in terms of faculty and other resources to discharge its present obligations. For upward expansion, however, a good deal of basic groundwork needs to be done with a special emphasis on increasing the scholarly output of the faculty and developing a sound library collection for research. The faculty and chairman appear to be fully aware of these deficiencies and given adequate resources and time appear to be quite capable of developing a sound basis for more advanced work at the doctoral level.

d. Department of Psychology.

The Department of Psychology was created as an independent unit some ten years ago and thus represents one of the more mature departments in the social sciences area. It has a very large "service" function since it is responsible for teaching thousands of students the psychology relevant to education as well as discharging a large general education function. Classes therefore are large and the total load is a heavy one. Moreover, psychology is a popular undergraduate major and 336 undergraduate psychology majors were identified for the fall, 1966. Graduate work in this department is also of somewhat greater maturity than for most departments. The M. A. Program was initiated in 1959, a two-year clinical program in 1962, and a two-year school psychologist program in 1966. Currently there are 43 graduate students in psychology, the majority of whom are attending on a full-time basis.

The faculty of the Department of Psychology consists of 18 individuals, nearly all of whom have the doctorate. The orientation of the faculty is primarily on teaching as evidenced by the lack of a significant volume of scholarly work and publication. Ten of the eighteen have not published a single article and only two of the faculty have published more than four articles on psychological topics in professional journals. Only one has a series of publications of any scope. While this may be adequate for the conduct of a master's program, especially when this program has a strong applied emphasis, it is not an adequate basis for the upward development of this department to doctoral study. Substantial improvement will need to be made in providing opportunity for faculty to engage in research and to develop their scholarly competence before this department would be judged ready to offer work beyond the master's level. If this department is designated for development to offer the doctorate, it should seek in its expansion to identify as new faculty persons with strong research interests and a history of scholarly publication. Hopefully some of these faculty would be experienced in directing doctoral dissertations.

The facilities for the department are generally excellent, this particular unit having moved into a new building in the recent past. It is provided with good laboratory facilities for experimental psychology and is reasonably well equipped for its present level of offerings. These basic facilities would permit, with appropriate expansion, the development of doctoral work in general-experimental psychology. Partly because of the history of East Carolina College the library resources in psychology, especially in certain areas, appear to be better than for most other departments. There needs, however, to be recognition of the deficiencies which exist in the periodical collection, completing so far as possible the serial runs for the late 50's and early 60's in hard copy. Current library holdings constitute a sound base for the development of doctoral work but would require continued development and expansion if they were to be considered adequate. There appear to be good working relations between the department and the State Department of Mental Health with respect to providing support for students and for practicum and internship opportunities.

In summary, the Department of Psychology with respect to size and history is one of the better developed units at East Carolina College. It is doing a good job at its present level but would require substantial strengthening of its faculty in order to provide an adequate basis for upward expansion to the doctoral level. Especially important would be the creation of a research oriented group within the faculty that could conduct the research and give the supervision to doctoral dissertations required for such level of offerings.

e. Department of Sociology and Anthropology.

This is one of the departments formed in 1963 from a break-up of a division of social studies. Anthropology is growing within this department and is expected to become independent within a few years. Presently the department offers no work beyond the baccalaureate level. The offerings appear to be conventional for a combined department of this type. Presently there is little emphasis on anthropology. The present faculty consists of seven persons, five of whom have the doctorate. It is anticipated that there will be three additional positions available for 1967. Faculty research activity has been quite modest in the past but there is evidence that if given the time the faculty has the capacity to do research of adequate quality. There is significant opportunity adjacent to the institution for research in the wide variety of different sociological and anthropological elements of the social structure of the Eastern Carolinas and Virginia. Library resources are adequate for an undergraduate program but require considerable strengthening for the development of a master's degree. Laboratory facilities are also almost entirely lacking at the present time but presumably these will be provided when additional space becomes available.

This rapidly developing department appears to be discharging its current obligations satisfactorily and is laying a basis for the initiation of graduate work at some future time. Both physical facilities and library resources will need to be provided in greater quantity to permit the offering of a sound master's program.

3. The Natural Sciences and Mathematics

The departments of the Natural Sciences are of relatively recent origin as independent units, having been formed in 1966 from the break-up of a preceding division of science. Currently only the Departments of Biology and Mathematics offer work beyond the baccalaureate level.

a. Department of Mathematics.

The Department of Mathematics offers work at the baccalaureate and master's level. It has undergone a recent curricular reorganization under the leadership of a new chairman. It has an historic commitment to the education of mathematics teachers which is continuing. In addition, the Department has a major service responsibility to the institution to offer the basic work in mathematics for teachers both at the elementary and secondary level as well as to provide for the general education needs.

The faculty of the Department currently has eight people holding the doctoral degree. Four additional positions have been authorized for 1968. It is hoped that these can be filled with people with the Ph.D. The remainder of the faculty consists of people with the master's degree whose primary commitment is to teaching. The research productivity of the faculty is relatively modest, but this is no doubt in substantial part due to the heavy responsibilities for instruction which currently exists. Given the opportunity, it is likely that the present faculty would be much more productive and thus strengthen the graduate offerings which are now available and lay a sound basis for further expansion to the doctorate.

The facilities available for the current program of the Department are adequate but further expansion to the doctoral level would require more seminar space and provision of library carrels and other type facilities. The present computing center is suitable for a college but requires a more adequate staffing and management than is currently available and for a strong research-oriented institution of university character, would be quite inadequate. The library resources for the current program in mathematics are acceptable but need strengthening especially in the addition of periodicals.

In summary, the Department of Mathematics appears to be reasonably adequately staffed to discharge its current obligations. Further staff expansion, the freeing of faculty to do research and writing, the strengthening of the University's computing capability, and a major augmentation in the library resources, would, however, be necessary to lay a sound base for further advance beyond the master's level to the doctorate.

b. Department of Chemistry.

The Department of Chemistry currently offers a conventional baccalaureate program but is making plans to offer a master's degree in the short term future. The department is not accredited by the

American Chemical Society and the new chairman is working to achieve a level of acceptability so that accreditation can occur hopefully in 1967-68.

The faculty of the department consists of ten individuals, nearly all holding the Ph.D. degree. Expansion positions have been provided for four additional faculty for 1967. The faculty appear to be competent and there is substantial research interest despite the inadequacy of current facilities and resources.

The facilities of the Department of Chemistry are its single greatest handicap and constitute a serious barrier to the offering of a sound master's program. Unless additional space can be made available in the interim period pending the completion of the Biology-Physics Building and the renovation of the current Science Building for chemistry, the availability of research space will be a very serious impedance to the institution of a good-quality program. The library resources are reasonably adequate for a baccalaureate program but needs expansion in a number of ways to provide an adequate basis for research in chemistry and a sound master's program.

In summary, the recent establishment of this department as an independent unit and the short tenure of the chairman makes it nearly impossible to determine what its status may be in the near future. The changes of the recent past are encouraging and there is no reason to expect, with additional support, that a sound master's program cannot be developed over the next several years. Serious attention must be given, however, to the provision of additional space and adequate resources must be provided to permit the acquisition of modern equipment for chemical instruction and research.

c. Department of Physics.

The Department of Physics is also of relatively recent origin but its chairman has been responsible for the program in physics for the last several years. Currently the department offers work only at the baccalaureate level. There are no immediate plans to move to graduate level offerings pending the occupancy of the new building.

The faculty of the department consists of essentially two groups: one devoted to physics and one to physics education. There is a strong teacher education orientation in the faculty and it is the apparent intention to continue to emphasize this dimension for the foreseeable future. Because of the unavailability of research facilities, equipment and space, there has been little research activity of a significant nature although a number of the faculty obviously are qualified to do so and might, under more auspicious conditions, actually contribute significantly to the field.

The facilities of the department at the present time are extremely cramped but this will be alleviated when the building now authorized is completed some two years hence. In the meantime, however, it will be necessary to "make-do" with quite limited resources in terms of laboratory space. Equipment for the department for instructional purposes is modest but rapidly improving. There is little or no equipment of a research nature available.

In summary, the Physics Department is equipped to do relatively modest tasks with reasonable degree of accomplishment but is seriously handicapped by a lack of adequate space and equipment. Until it occupies its new quarters it therefore must restrict its offerings if it wishes to maintain the quality of its educational effort.

d. Department of Biology.

The Department of Biology represents one of the areas which has clearly been selected for rapid development in the plans of East Carolina College. It has been augmented by a substantial number of additional faculty in the recent past and additional positions are planned for 1967. Its relationship to the Institute of Life Sciences and Community Health is not altogether clearly defined but very obviously there must be a very close interaction between this basic science area and the more applied para-medical programs which are contemplated to be offered by the Institute. It may very well be that in the ultimate organization, the Department of Biology will be one of the units included under the Institute's program.

At the present time the Department offers baccalaureate programs with specialization in the traditional areas of Botany and Zoology. It is unfortunate that in a combined Department of Biology there has not been to this time a more vigorous attempt to organize the undergraduate curriculum along more "modern" lines. With the vigorous leadership, however, of the new chairman of the Department, this is being given serious consideration. The Department offers the master's degree, again along traditional lines with majors in either Botany or Zoology. At present there are approximately 30 graduate students working toward the master's degree with roughly half of these on a full-time basis. This is a rather creditable showing in view of the fact that the degree was authorized in 1965.

The faculty of the Department currently consists of 21 individuals most of whom have the doctorate. One element of this faculty is heavily oriented towards traditional biology and towards teaching. A newer element, mostly acquired in the Fall of 1966, are more modern in their orientation and have a much greater commitment to research. Despite this possibly divisive element, the chairman seems to have done a good job of creating a real feeling of commitment on the part of the entire group and faculty morale is high.

With respect to the research commitment of the faculty, probably no more than 5 of the 21 show real promise in terms of research potential in biology per se. A larger group in the more "teacher-education oriented" component have some research potential but more in biology teaching than in the science itself. Because of this fact real advantages exist for a close working relationship of the Biology Department and the Department of Science Education.

The facilities for the Department of Biology are currently somewhat limited by virtue of the fact that it is occupying a building which must be shared with Physics, Chemistry and Science Education. A new structure, however, is in the design stages and should be under construction before the end of 1967. This will provide a very substantial increase of modern space for this unit which will make it possible for the Department to discharge its current obligations in a quite adequate fashion. It probably will provide the basis for a doctoral development but recognition should be given to the fact that before a doctor's program of any size could be developed, additional space must be provided. The Department currently does not have access to any field stations but is giving serious consideration to the establishment of such a facility. It is hopeful that an ecologically-oriented field station for estuarial studies may be located within reasonable proximity of the campus in order to permit research and teaching in marine life. This station presumably would be primarily concerned with those aspects of marine biology not currently accessible from the marine biological station of Duke University on the North Carolina coast. Equipment for instruction in biology is reasonably adequate but for the conduct of modern research is distinctly lacking. A substantially larger budget will need to be provided on a continuing basis to make the accession and proper servicing of such equipment possible.

In summary, the Department of Biology is a fairly large department with some real promise among its younger members for the development of a vigorous program in research. A start has been made toward laying the foundation for a program in biology at the doctoral level but a great deal of careful planning and the provision of adequate facilities is necessary before such a program can be securely launched. It is the opinion of the committee that very careful thought should be given to choosing one or possibly two integrated areas covering the entire spectrum of the Life Sciences rather than following the conventional patterns which have been characteristic of this field in the past. The field of physiology might be a logical area which would be consistent with current strengths of the Department and would also relate much more closely to the proposed Life Sciences and Community Health Institute than would other areas. Certainly such long-range planning would be very helpful as the Department plans to occupy its new building which will be ready sometime late in 1968 and create a possible marine biological station. The nature and character of the development of both the building and the station could be greatly influenced by the nature of the program of graduate education which was contemplated. The Department is thus in a strategic position to make major gains but only if it exercises the options now open to it in the immediate future with continued emphasis on modern biology rather than a relapse into the conventional pattern which had been historically in existence at the institution.

It is the feeling of the committee that there is also a very real opportunity for this Department to contribute most significantly in the field of Science Education. It has a large group of biology teachers whose interests in research are rather minimal but who are committed to high quality education. At least several of them would qualify as "science educators." Close and harmonious relationships should be developed between the Biology Department and the Department of Science Education. In this way the capabilities of these departments can be maximized in providing a strong program for the education of teachers of science in the schools of North Carolina and perhaps even the development later of doctoral programs in science education aimed at creating a science teacher of outstanding quality for junior colleges and other institutions where research opportunities are going to be very limited.

Finally, very careful planning needs to be done between this Department and the Department of Chemistry and the Institute for the Life Sciences and Community Health in order that appropriate division of labor may be effected and needless overlap and duplication avoided. In connection with the Department of Chemistry there should be an immediate decision as to which Department is to be responsible for instruction in biochemistry. Currently both departments are offering instruction in this discipline. While the plans for the Institute of the Life Sciences and Community Health are still not clearly formed, it is obvious that the Department of Biology has an enormous stake in what is done in this particular area. Here again, if there is duplication, both the Institute and the Department may be weakened. If there are appropriate collaboration and assignment of responsibility, each would support the other. There is no more clear-cut case in the entire institution in the opinion of the committee where planning for the future is urgently necessary than in the development of a strong research-oriented Department of Biology which will contribute to the long-range development of the institution, especially in relation to its aspirations in the medical and para-medical field.

e. Department of Science Education.

This Department is responsible for the teaching of certain courses in basic science primarily for elementary teachers and it also offers instruction in the history and philosophy of science and in teaching techniques applicable to these disciplines. It was formed when the previous Division of Science was broken up a year or so ago. It currently offers a B. A. degree primarily for teachers of junior high school science and a master's degree in science education, the latter being presumably appropriate for teachers of general science or for science supervisors.

The faculty of the Department currently consists of six members, each of whom has the doctor's degree. An additional member will be transferred to the Department from Chemistry in 1967. The chairman is a young enthusiastic individual who has ambitious plans for the Department. He has apparently established excellent rapport with various State agencies and the National Science Foundation. He hopes to create as a sub-unit of the regional educational laboratory a regional science educational research center, hopes to publish a periodical for science public school teachers and to develop a Science Service Center which would distribute equipment on a loan basis to teachers in the service area of the institution.

The Department has relatively limited facilities at the present time for its laboratory instruction in view of the fact that it is crowded into a common building with chemistry, physics and biology. When the Biology and Physics Departments are removed it will obviously have additional space but must compete for it with the very obvious needs of the Department of Chemistry. The Department is currently experimenting with closed-circuit television and programmed learning devices for science teaching and is conducting controlled investigations to evaluate the effectiveness of these techniques as compared to conventional methods.

In summary, the Department of Science Education is a vigorous and vital force which perhaps can make an important educational and service contribution, not only for the State but for indeed the entire Southeastern region. The future of this Department is likely to be related almost entirely to the success of the chairman in maintaining good working relations with the basic Science Departments of Biology, Physics and Chemistry and in bringing external sources of support to the institution for a variety of programs in science teacher education. If these two goals can be achieved it may well be that one of the substantial and significant contributions that this institution can make to higher education is to be found in this embryonic but very vigorous Department.

B. The School of Nursing.

The School of Nursing offers a four year collegiate program leading to the Bachelor of Science in Nursing. The School was founded in 1960 and was accredited by the National League for Nursing in 1964, a rather remarkable achievement. It currently has a relatively modest number of graduates but it is rapidly expanding and by the late 1960's should be graduating between 40 and 60 students per year.

The faculty of the School consists of 14 people of whom 9 have the master's degree. This degree is still regarded as terminal for this particular discipline. Of the five who do not, all are working on a master's degree. One member of the faculty is currently on leave of absence working for a doctorate. She will presumably return in the Fall of 1967.

The current facilities available to the School are quite inadequate, but a new building is under construction which will provide most generously not only for the School's immediate needs but for the foreseeable future. East Carolina College was among the first group of educational institutions in the nation to obtain federal funding from the Public Health Service for the construction of this new building for its nursing program. Occupancy is expected in the fall, 1967. Other facilities for the conduct of the educational program on the campus are adequate and will be even more so when the new building is occupied within a few months.

Relationships with the community hospitals appeared to be satisfactory for the clinical portion of the program. It is expected that there may be need to associate with other and more remotely located hospitals as the size of the program grows. This will create some logistical problems but apparently an adequate number of hospitals with sufficient beds and appropriate services are available for the expansion of the program as it is anticipated in the future. The hospital in Greenville is a modern facility serving the community and the environs. The relationships between this critically-located hospital and the School of Nursing appear to be exceptionally cordial.

One area of relationship which appears to be somewhat deficient is an appropriate continuing dialogue with the Biology Department. Most of the instruction for nurses in basic biology and in the other sciences tends to be specialized and attuned to their particular needs. While this has some advantages, it is against the trend in the country at the present time which generally regards nursing as one of the complex of para-medical professions which should receive essentially the same undergirding in basic science as does the profession of medicine itself.

In summary, the School of Nursing appears to be a well-led and effective operation which in a relatively short period of time has moved from nonexistence to an accredited program in what will soon be a splendid physical facility. This is a real compliment to the leadership not only of the School of Nursing but to the institutional support which has made it possible. A substantial time, however, needs to elapse to permit the sound development of the current program and its maturation before considering seriously the upward expansion to graduate work in nursing for which the costs are inordinately great.

C. School of Education.

Teacher education has been historically the principle function of the East Carolina College. It still represents a major interest of the current student body with approximately 5000 of the 8800 students either planning to teach or representing in-service teachers studying at the graduate level. The School of Education is primarily responsible for the education of elementary majors and serves the entire institution by providing instruction in methods for secondary teachers. Current specialization for the Master of Arts in Education Degree are in the fields of elementary education, educational administration, supervision, guidance, speech and hearing, and secondary education. The

School also privides appropriate offerings to permit administrators to qualify for a permanent certificate in educational administration. In addition to on-campus instruction, the School supports the extension program throughout the service area of the region, directs school improvement projects of various kinds and conducts institutes and in-service training courses and workshops for the improvement of education in the East Carolina region.

The faculty of the School consists of 22 regular members and 4 medical consultants in the area of special education. Eighteen of the 22 hold doctor's degrees and the remainder hold the master's. Appropriate special areas are represented within the faculty to adequately discharge the current obligations of the School. There has not been an extensive record of research and writing but this unquestionably reflects the heavy responsibilities for both on-campus instruction and off-campus service which this particular unit of the institution has carried.

Facilities.

The School of Education occupies a new building which is air conditioned throughout. Special provisions have been made for the Speech and Hearing Clinic for Audio-Visual Laboratory and for other areas requiring special facilities and equipment. The current library holdings are quite adequate for the program in teacher education, a reflection of the historic mission of the institution. In order, however, for the library to be adequate for a doctoral program, substantial strengthening would be required in a number of areas and backfiles of periodicals would need to be acquired. The institution operates a "Laboratory School" in conjunction with the Greenville Public Schools adjacent to the School of Education Building on the campus. Plans are being developed for a new facility to be located elsewhere in the City of Greenville to replace the current inadequate structure. There appears to be excellent rapport between the College and the public schools, the latter of which is technically and legally responsible for the conduct of the program. Practice teaching experiences are provided throughout the East Carolina area with supervisors being provided not only by the School of Education, but by the subject matter departments for secondary teachers.

In summary, the School of Education appears to be adequately staffed and equipped to discharge its present responsibilities and is doing so in an entirely adequate fashion. This provides a basis for further growth in service, both into other areas and possibly upward to the Specialist and Doctor of Education degrees. In order for such expansion, however, to be of appropriate quality, additional resources will need to be provided. Of major importance would be the development of a cadre of educational scholars whose dedication was primarily to research rather than to merely the instruction of students. A nucleus for this group already exists provided it can be released from some of its current responsibilities in order to have time to engage in research.

Other Teacher Education Units.

In addition to the School of Education, there are other units that are primarily concerned with the training of teachers. These include an independent Department of Industrial and Technical Education, and Department of Health and Physical Education, and a Department of Science Education within the School of Arts and Sciences. Each of these departments offers both a baccalaureate degree and a master's degree. It was the assumption of the committee that further expansion of work in these areas to the doctorate would be included under a Doctor of Education program, presumably monitored by the graduate faculty of Education. Therefore, less attention was given to their specific current capabilities and expectations for expansion. A casual review of their current programs indicated that they were discharging adequately the responsibilities for which assignment had been made and hence no effort was made to pursue in depth the characteristics of their individual programs.

D. School of Business.

The School of Business, although having a strong business education component, has rapidly moved to make professional training for business its principle objective. It approaches its instructional task through a core curriculum in business and economics and then provides areas of concentration in accountancy, business administration, office administration and economics. Programs for teachers are provided in the areas of business and distributive education. Two-year certificates are awarded in the secretarial and accounting fields. Graduate programs are available in business teacher education and an M.B.A. program was instituted in the Fall of 1966, which presumably will in due course replace the previous M.A. in Business.

The current faculty of the School of Business reflects the past history of the School with its emphasis on secretarial science and teacher education. It has, however, rapidly developed in the immediate recent past and believes it now meets the minimum requirements for accreditation by the American Association of Collegiate Schools of Business to which it has applied for membership. The faculty, however, has not had an opportunity to engage in research and hence has not been a research-oriented group. There is some indication that this may be gradually changing with a greater concern on the part of the institution for research and scholarly productivity and with the increasing concern for industrial development of the East Carolina region. A Bureau of Business Research was established in 1964 to coordinate applied research in the School and has had a very modest program until the present.

Classrooms, offices and other space used by the School of Business are concentrated in a relatively new structure and are adequate for the needs of the present program. Laboratories for secretarial science appear to be equipped with modern business machines and other facilities which seem adequate for the present scope and dimension of program offerings.

In summary, the School of Business appears to be offering a conventional program in Business Administration in a responsible and adequate fashion. It has recently initiated a Master of Business Administration degree and in other ways seems to be developing along conventional lines. There is no reason to believe that given additional maturity and resources the School could not aspire to still further development of graduate work with perhaps a Doctor of Business Administration degree or a Ph.D. in Economics as ultimate objectives. Its immediate task, however, is to develop its recently authorized M.B.A. degree program and strengthen the faculty of economics.

E. The Fine Arts

The Fine Arts at East Carolina College represent probably the most fully-developed area of study in the institution. With each of their principle branches, art and music, there is organized a separate school headed by a dean. Both of these schools offer the respective professional degree at both the baccalaureate and master's level.

1. School of Music.

The School of Music has a substantial program with majors in music education, performance (organ, piano, harp, voice, woodwind, brass, string, percussion), theory-composition, and church music. In the Fall of 1966 there were 248 undergraduate majors divided approximately 65% and 35% between music education and all other majors. At the same time the School of Music enrolled nearly a thousand students in service courses for non-majors. At the graduate level, the Master of Arts and Master of Music degrees are offered with the same majors as those for the undergraduate level. Thirty-eight students were working for these graduate degrees in the Fall of 1966.

The faculty of the School of Music has 32 members, 26 of whom have master's degrees and 6 hold the doctorate. Of those holding master's degrees, 8 have completed one year of post-master's study and 12 have completed two. Seven are working on dissertations for the D. M. A. degree. On the basis of the present standards in music, more than half of the faculty would be regarded as terminally qualified. The leadership of the School is vigorous and dynamic and faculty morale is high. It has been the practice for several years to have visiting artists-in-residence and this lends both distinction to the program and also provides for greater opportunity for senior and graduate students to contact people of high professional quality.

The School of Music has just occupied a handsome new building which will be sufficient in terms of space for its needs for some time to come. It is generally well-equipped with the necessary instruments and other facilities for the teaching of music. In general its overall facilities would be envied by most university departments of music.

In summary, the School of Music appears to have been favored in its development and has created a vigorous and dynamic program with a substantial reputation, not only regionally, but nationally. It offers currently what has been historically regarded as a culminating degree in the field and appears to be doing its total function in a fashion which would be regarded by many universities as appropriate for a department of music in a university structure. The Department has plans for further development and aspires to expand its offerings both into other areas of music and upward to a sixth-year and finally a Doctor of Musical Arts program. With the kind of base which has been laid at the present time such aspirations are not entirely unrealistic provided the total development of the institution keeps pace with the rapid development in this particular discipline.

2. School of Art.

The School of Art is one of the larger units of instruction at East Carolina College, having approximately 450 undergraduate majors divided approximately 60-40 between the B. S. and B. F. A. programs. Programs are offered in art education, painting and print-making, sculpture, applied art and art history. In addition to its programs for majors, the School regularly enrolls a thousand or more non-major students in service and general education programs. Standards for the program appear to be high with sophomores required to submit portfolios of their work for judgment before they are admitted to upper division courses. Similar standards are imposed for the master's level work. The faculty of the School of Art is composed of 21 persons, 20 of whom hold the master's degree and 3 hold earned doctorates. Six of those holding the master's degree have an additional year of graduate study and three have two years. This School is also effectively led by an energetic and dynamic dean and faculty morale is unusually high. A substantial number of the faculty have creative work in galleries and museums throughout the United States and several have had "one-man shows" at various museums, not only in the region, but elsewhere as well.

The School of Art is somewhat less lavishly housed than is its companion School of Music, in that it does not have a new building. The sculpture studio is in the basement of an older building. Most of the faculty and studios, however, are in a new building with the Department occupying essentially all of the second floor. Unfortunately this means that certain studios are handicapped by their location. In addition, since most of the studios are merely converted classrooms, they are not ideally suited for such purposes. The School has only very limited gallery space other than corridors. The equipment for the School appears to be modern and adequate for its current programs.

In summary, the School of Art mounts one of the largest and one of the most vigorous programs of its kind in the Southeast. It clearly has attained a regional and even to some extent a national reputation and is rapidly moving to consolidate its position. It has relatively ambitious programs for future growth with hopes to offer the doctorate in Art Education at such time as additional space becomes available to it followed by a Doctor of Fine Arts and an ultimate development of the Ph.D. in Art History. It appears that an adequate foundation has been laid in this particular area. Substantial additional resources in space and in expanded faculty experienced in doctoral study would be required before such expansion was initiated. Presently the Department has matured to the point that it would be comparable to a Department of Art in many universities and offers the degree which until recently was regarded as the culminating degree for the artist qua artist.

F. The Graduate School.

The present organization of the Graduate School is of relatively recent origin dating from 1965. At that time the administration of the Graduate School was placed in the hands of a formally designated dean and a graduate council replaced the graduate advisory committee. In view of the recency of development the organization and administration of graduate education has not yet completely matured but the elements of a conventional unified graduate school are clearly in place.

The graduate council is just beginning to deal with some of the important matters of policy in connection with the development of graduate study at the East Carolina College. It has in the recent past, for example, increased the minimum standard of performance on the Graduate Record Examination required for admission to the Graduate School. The matter of retention in the Graduate School has also been addressed and standards for continuance in graduate programs strengthened. These are both obviously crucial areas in terms of policy. To the present time, it does not appear that the council has exercised vigorous leadership in guiding departments with respect to the initiation of programs beyond the level of their current offerings and thus has not confronted one of its major tasks of responsible faculty involvement in the decision-making process at the institution.

If East Carolina College is to move in a responsible manner to offer work beyond their present level, or if they are to expand graduate offerings to other areas than their current offerings, the Graduate Council constitutes a key body for responsible faculty action. It should be so constituted as to have as its members the most thoughtful and respected members of the graduate faculty and the dean of the Graduate School must be a scholar whose own influence will be widely felt throughout the institution not merely because of the office he holds but because of the personal respect that he engenders.

G. Institute for Life Sciences and Community Health.

One of the proposed developments at East Carolina College, the scope of which is not now readily discernible, is a recently authorized Institute of Life Sciences and Community Health. This Institute is an outgrowth of an action of the legislature in 1965 authorizing the establishment at East Carolina College of a two-year School of Medicine. As a result of the studies incident to this action, the proposal was made by the College and approved by the Board of Higher Education that the Institute be established. Its function is not completely clear, but obviously the creation of a major unit of instruction in the allied medical sciences is one of major expansion for the institution and clearly gives it a role and function within the higher educational community of significance to the future of the institution. At the present time the Institute is a paper organization with funds for its inauguration being sought from the 1967 Legislature.

In the opinion of the committee, careful attention needs to be given to the development of this particular unit, not only because of its importance to the institution but because of the relatively high cost of para-medical education. Unless adequately financed, a program in community health might constitute a serious drain upon the resources of the institution and thus impair the quality of its current undergraduate and graduate programs. Great care must also be exercised to create an appropriate integration between the life sciences and the para-medical specialties which are currently contemplated as potential offerings.

IV. Research Program at East Carolina College

One of the essential characteristics for the development of graduate study is the existence of a body of scholars engaged in creative activity in their respective disciplines. The level of activity in research at the East Carolina College varies from a modest level in some disciplines to an almost complete absence in others. As has been noted above, the absence of a body of scholars and a substantial research activity is probably the single greatest handicap to the institution's aspirations to engage in doctoral programs.

In the recent past there has been a major effort on the part of the institution to obtain external funding. With only few exceptions, however, these efforts have been directed towards educational and training objectives rather than research per se. Face value of research grants and contracts of the period July 1, 1961-December 12, 1966 amounted to less than $60,000 if one excludes a $130,000 grant in the field of regional development which contains some research elements. The level of support has been accelerating but only a very few members of the current faculty are receiving outside support for their research. An office of Special Projects was established in 1965 to assist faculty in securing external support and there is evidence that the existence of this office is resulting in more activity in the preparation and submission of research requests.

On the positive side, it must be stated that there are a significant number of productive scholars at the institution who have been carrying on scholarly work and publishing their findings in appropriate journals and books. While the level of this is not presently adequate to the establishment of doctoral programs in any area, it does suggest that given an opportunity to do so, a significantly larger number of the faculty might very well be capable of producing work of an acceptable character. Clearly if the institution is to ultimately become one capable of offering graduate work at the doctoral level of adequate quality, very substantial increases in the amount and quality of research must be achieved. This can be done by both relieving the most productive members of the current faculty of some of their teaching responsibilities and at the same time identifying well-qualified productive scholars to be added to the faculty as it grows throughout the ensuing years. This will require appropriate financing by the State, since complete dependence on grant and contract funds, especially for several fields in which East Carolina College aspires to develop, is unrealistic.

V. Extension and Public Service Programs

One of the characteristics of East Carolina College is its intense involvement in the region which it purports to serve. It is, according to data provided by the College, one of the major sources of extension offerings not only in teacher education but also in other fields. The institution offers undergraduate programs in three resident centers at Camp Lejeune, Cherry Point and Goldsboro. All of these programs are in connection with various armed services installations. In the field of teacher education, the Extension Division is operative in most of the major centers of population in Eastern North Carolina. For the period July 1, 1965-June 30, 1966, a total cumulative registration of 4926 occurred at the off-campus centers and 6296 for credit and for non-credit classes by extension throughout the service area, a total of 11,222.

Another aspect of the public service program of the University is the Institute for Research and Development. This agency is primarily concerned with the economic development of Eastern Carolina. It attempts to serve this purpose by a variety of different techniques, including surveys of the region and its human and natural resources with a view of establishing information which would be of interest to industry. The second effort has dealt with the feasibility and possibilities of diversifying tobacco processing plants in the East Carolina region. These have been supported by a grant of approximately $130,000 from the United States Department of Commerce under the Economic Development Administration. This agency has also engaged in various types of continuing education programs designed to improve and enhance the capacity of local industry to compete successfully in the market place.

A Bureau of Business Research has also been established in connection with the School of Business. This agency is also primarily concerned with regional economic studies and other analyses related to the economic development of the region. At the present time its program is modest in scope and involves a part-time Director and only a few faculty.

VI. Library Services

Essential to the development of graduate study and research, especially at the doctoral level is the existence of an academic library of appropriate scope, size and quality. The present East Carolina College library is of intermediate size, having approximately 230,000 volumes. Coverage of literature in the book collection in most fields, especially in the English language is comprehensive and balanced for all teaching programs that are now on-going at East Carolina College. This has resulted in large measure from two factors both of which have operated to an unusual degree at this institution. These are: (1) a coherent and coordinated program of book selection by faculty members who have rigorously and diligently made recommendations against standard subject bibliographies and (2) a particularly sensible program conducted by the library staff of supplementing faculty selections to the extent made possible by the total of resources available.

Back periodical lists are somewhat less extensive but current subscriptions are now maintained to 76% of the periodicals enumerated in the Humanities and Social Sciences Index and 85% of those listed in the Education Index. Thus there seems to be no question that the college library is adequate in terms of resources to support the present program and to provide a firm base for further expansion upward. In addition to its holdings in hard copy, the library also holds a number of microform sets, including (1) the Early American imprints, (2) the documents of the United Nations, (3) three centuries of English and American drama, (4) Early American newspapers and (5) Beilstein's Handbuch Der Organischen Chemie. In addition, the library has obtained substantial backfiles of a number of important periodicals in microfilm.

The library staff is currently competent and well-trained for its present mission although there are not now enough clerical positions to relieve the professional staff fully of repetitive sub-professional labor. Unfortunately most of the librarians have had little experience at larger university and research libraries and hence are limited in some important respects for the development which must be done if the library is to be adequate for doctoral work.

The committee is not persuaded that the institution is as aware as it might be of the very significant difference between a library adequate for a college with an attached master's program and a university offering a wide spectrum of doctoral degrees. The creation of a research library is not only a task which requires inordinate sums of money but also takes substantial periods of time. If the East Carolina College is to assume a university status and offer doctor's degrees in a variety of fields, it is necessary that appropriate planning be begun immediately for the strengthening of the library resources essential to such expansion. This will require additional funds for the purchase of library materials and for their appropriate processing, storage and retrieval. For increasing the library collection a minimum of several hundreds of thousands of dollars over the next few years will be required. The library personnel budget will require augmentation to permit the adding of order and catalogue librarians and for specialized librarians for the research collections.

Although the Joyner Library Building was constructed in 1953 and has been substantially expanded since then, it constitutes as a physical facility a major hurdle to an appropriate university library. Unfortunately the library was constructed along lines conventional for college libraries in the first half of this century and it does not conform to modern pedagogical and library concepts. Whether the library building can be salvaged to reflect a view of library material accessibility now widely held is a question which can be determined only by the careful appraisal of librarians and library architects. It will clearly not be an easy task, but to delay further the evaluation of the structure is to seriously jeopardize the utility of the building for both the undergraduate education of students and the further development of graduate studies. Special attention should be paid in the creation of additional library facilities by research spaces for faculty and carrels for graduate students.

In summary, the Committee believes that the institution should be commended for its history of support for its library and the management of these resources which has resulted in an excellent book collection. An adequate foundation has been laid for further development which could support, if adequate funds were made available, the development of a truly adequate research library for sound scholarship in those areas in which expansion to the doctorate may be authorized. The urgency, however, of making appropriate plans with respect to library acquisitions and development cannot be over-emphasized, since the development of a truly adequate library collection for graduate study is a long-term project. The Committee is most concerned about the status of the Joyner Library as a physical facility. Immediate attention should be given to a survey of this library so that further expansion when it occurs can be of such a nature as to introduce into this library structure more modern concepts of library use. It is a distinct possibility that this may not be feasible.

VII. Other Supporting Services of the Institution

While not primarily concerned with evaluation of the supporting services, the Committee felt that it was necessary to determine whether or not they appeared to be adequate not only to conduct the present program but to sustain the development into a more complex institution with doctoral and research programs.

A. Admissions and Records.

The Office of Admissions and Records appears to be handling its duties in an entirely adequate fashion and is using modern techniques for both the admission process and for the procedures of enrollment and registration. There is little question that additional resources will need to be provided as the institution grows both in number and complexity but the present management appears to be aware of the problems that it will confront and has made appropriate plans for dealing with them.

B. Computing Services.

The College has a small Computing Center with an IBM 1620 as the principal piece of hardware. Appropriate planning has been entered into with respect to expansion both of the local facility and its relation to the Triangle Universities' Computation Center. Administration of this Center is not adequate at the moment but an appropriate person is currently on leave of absence and will return in the Fall of 1967 to undertake the task of becoming Computer Center Director. In the meantime the Center is providing service at a minimum level both for administrative purposes, for instruction and for a limited amount of research.

C. Student Affairs and Counseling Service.

The Student Affairs dimension of the College is in the hands of experienced administrators who have been at the institution for many years. Counseling is provided by an adequate cadre of well-qualified and experienced individuals and is exemplary in terms of quality. There seems to be no reason to expect that increase in either size or type of program would seriously affect the current operations of this important non-curricular aspect of institutional life.

D. Business and Fiscal Affairs.

The Business and Financial Affairs of the institution are likewise under the cognizance of a long-term employee of the institution, thoroughly knowledgeable with both institutional business management and with state finance. In the State of North Carolina, the institutions of higher education are all under somewhat more rigid fiscal control than is usually considered appropriate for institutions of public higher education in other states. Fortunately relations seem to be good between the administrative officers of fiscal and business affairs at the institution and the corresponding state officials. Adequate controls are maintained of all fiscal records and purchasing is in accordance with state purchasing directives. There seems to be no reason to expect the expansion of the institution's functions, either in terms of numbers of students served, or level, to be seriously affected by any inability of this aspect of the institution to provide adequate service.

E. Physical Plant Service.

Both for academic and auxiliary exterprise operations the physical plant services appear to be entirely adequate. Buildings were in good repair

Except when they were destined for removal and janitorial services were entirely adequate. Faculty had no serious complaints about the ability to obtain appropriate services for their purposes. A new heating plant had been authorized and will be constructed in the immediate future. Students appeared to be pleased in general with the services provided in the dormitories and food service units. A commodious bookstore was operated in the Student Union Building which among other things provided an excellent collection of high-quality paperback books.

F. Long-Range Planning.

The institution is operating its physical plant development in accordance with a long-range plan developed by the nationally recognized form of Sasaki, Dawson, DeMay and Associates, Inc. To some extent it has already outrun its long-range projections, therefore it needs to acquire additional real property in the immediate future if it is not to be hampered in a significant way in terms of its physical plant development.

A major problem for the development of the physical plant of the College is the location in prime space for academic development of high cost residential property. Only by careful planning and the acquiring of additional property can this handicap be overcome.

In general, the buildings which were being constructed were attractive, functional and appeared to be well designed for the purposes for which they were serving. The institution has been most fortunate in receiving excellent support from the State Legislature to develop its physical plant and also has cooperated with the City of Greenville in certain joint ventures which will be used by both the college and the city for public purposes.

In summary, it appears to the Committee that the supporting services are entirely adequate not only for the present operations of the institution but for the foreseeable future. With additional resources in terms of manpower and other facilities there seems to be no reason to anticipate that supporting services will not exist for any foreseeable expansion either in terms of numbers of students served or levels of degrees offered. If the past record of the General Assembly on building funds is continued, this aspect of the development of the College is also assured.

General Conclusions

It is the opinion of the committee that the East Carolina College is an institution in transition. In the fairly recent past it has moved from a small institution with limited enrollment to one of nearly 9,000 total enrollment in students served. It has moved from a single-purpose institution devoted primarily to the education of young women for teaching to a multiple-purpose one with representation of all the basic arts and sciences and numerous professional schools. It has moved essentially from a school for women to a coeducational institution. It has moved from an institution devoted exclusively to instruction to one in which extension and public service constitutes a substantial mission. It has moved from having a faculty with essentially no research underway to one with a significant, though limited, amount of research activity and with a very obviously growing research capability. It is moving from a centrally administered institution to one with more decentralized administration. It has rapidly increased its physical plant resources and has additional space resources available for its further growth in the immediate future.

All of these changes have occurred over a relatively short period of time and thus the institution is far less well defined in terms of its current status than would be one in which the pattern of growth and change has been more deliberate.

The committee is impressed with the remarkable achievements that the institution has made in the last decade. To a considerable extent it appears that this has been due to dynamic leadership of the chief executive officers of the institution, including the current president. This leadership has achieved a forward momentum which is clearly obvious to even the casual visitor.

It has been accomplished with a remarkable degree of harmony and good working relationship among the various elements of the institution and between the institution and its constituency. The faculty and students are highly supportive of these achievements and morale seems to be good among both groups despite certain obvious problems which the very rapid growth rate has precipitated. There seems to be very strong community support of and pride in the East Carolina College among not only the residents of Greenville but also of the entire East Carolina area.

There are elements of real strength in the academic areas of historic concern to East Carolina College especially in teacher education, in fine arts, in history, in psychology, and in English. These areas are clearly well developed academic units, conducting their current undergraduate programs and master's programs with adequacy and even distinction.

The institution has embarked on a forward looking, albeit, ambitious program in the field of the life sciences and community health. The committee is impressed by the need in American higher education for different patterns in the education of para-medical personnel and would hope that this particular experiment would be fully supported and carefully evaluated to determine its effectiveness as a model for others to follow.

An obvious element of strength is the rate at which the physical plant is being increased. This development is following a logical master plan which will produce a harmonious and soundly conceived campus for a proposed student body of 12,000 - 14,000 by the mid-70's.

Supporting services appear to be adequate for the current operations and for foreseeable expansion. This would include the general administration of the institution, its business affairs, its student personnel services, and other functions necessary to sustain further growth and development.

Finally, it is an element of strength that both the administration and the faculty of the university recognize that many improvements and substantial augmentation of resources are clearly necessary if academically sound graduate education at the doctoral level is to be established at the East Carolina College.

It is the committee's opinion that in terms of readiness to undertake graduate work at the doctoral level, the East Carolina College has deficiencies that require correction and that further development and maturation, especially in the recently inaugurated master's degree programs, are required before it would be appropriate to take this ambitious and critical step.

Perhaps most crucial in the minds of the committee is the importance of a research oriented faculty as basis for a sound graduate program. The faculty of the East Carolina College have historically devoted themselves to their teaching mission and have discharged it well. In doing so, they have, by and large, not been able to accumulate substantial experience in the field of research or scholarly activity. If this is to be developed in the institution, more adequate provision must be made for those members of the faculty who are capable and willing to do research to become involved in a much more significant way than has been true in the past in these essential aspects for doctoral study.

At the present time the student body of the East Carolina College is heavily oriented toward the lower division. In 1966 the following distribution of enrollments was found in the undergraduate student body: Freshmen, 3495; sophomores, 2167; juniors, 1276; seniors, 1051. Of the total unclassified undergraduate enrollment (7988) approximately 70 percent are in the lower division and 30 percent are in the upper division.

The number of students majoring in many of the basic arts and science disciplines are smaller than needed to sustain a sound undergraduate major at reasonable cost. A more even distribution of students between the lower and upper division and further total growth in size to approximately 10,000 students will eliminate this problem.

The current master's program at East Carolina College is still largely in the early developmental stage. Regular full-time graduate students are limited in number with the majority of enrollment representing teachers taking work on a part-time basis. Because of this special clientele, graduate course offerings tend to be concentrated in the late afternoon and evening and generally meet only once per week. This does not provide for the most rapid development of master's degree programs in the arts and sciences.

While the institution should be commended for the excellent support which has created the existing library, which is quite adequate for the undergraduate teaching mission of East Carolina College, it has not achieved the status of a research library adequate for the conduct of master's programs of real strength in all areas now being offered or contemplated. There are also some serious problems in the actual physical arrangement of the library building, which was designed to serve a population other than one strongly oriented toward graduate education and research.

The conditions of faculty service at East Carolina College will constitute a very serious handicap to the achievement of doctoral programs of quality. The current salary pattern is barely adequate for the present program and it is certainly quite inadequate to attract and retain vigorous research scholars. The fringe benefits are not competitive with those elsewhere in American higher education. Funds for faculty travel and for the recruitment of personnel are severely limited. Supporting services for faculty, especially secretarial and clerical assistance, need to be augmented.

Summary

The report of this committee should be read in the light of the three objectives set forth--to describe the college, to ascertain its effectiveness in discharging its presently defined mission, to evaluate its readiness to undertake within the next few years the offering of doctoral work.

The committee does not claim that the statement contained in this document is fully descriptive of the college, especially its academic component. It believes that it does provide an objective and considered summary of the most significant aspects of the institution in mid-year 1966-67.

It is the committee's opinion that East Carolina College is discharging with effectiveness its undergraduate teaching mission. Additional resources and the maturation of certain recently instituted programs will bring further improvement, but the committee believes the institution is serving its undergraduate students in a manner consistent with the traditions of quality in higher education to which the state has historically aspired.

With respect to expansion to doctoral level work, the committee believes that the institution is not now prepared to take this important step. If the institution is to expand upward, it should do so only after certain developments have occurred:

1. The institution has embarked upon some major developments in both graduate and professional areas which need to be carried to a

successful conclusion. The commitment to the creation of an Institute of Life Sciences and Community Health is an expansion of major dimension. The recently authorized M.B.A. Program in Business should be qualified for accreditation. Programs at both the baccalaureate and master's level in the natural sciences at the college need substantial strengthening.

2. Graduate education at the master's level needs substantial expansion both in numbers of students enrolled and balance of fields to provide a sound basis for doctoral programs. Master's degree programs should be inaugurated in several critical fields and among these currently offered there are several which need to be more fully developed.

3. The research component of the institution must be radically expanded; this will require both resources and the passage of time. The current faculty must be encouraged and supported in doing research and scholarship. It would be, however, most appropriate if a few experienced research scholars could be added to the faculty in critical areas to provide an appropriate standard by which the faculty could measure themselves and their research productivity.

4. The Joyner Library must be converted from an adequate undergraduate library to a graduate and research library. If this is to occur in a reasonable period of time, very substantially increased sums for book and periodical purchases and for library staff must be provided. The library structure itself needs careful analysis and appropriate modification to serve a graduate and research oriented clientele.

5. Finally, the institution must have a plan for developing its graduate program. If doctoral work is to be initiated, programs should be developed in clusters of closely related areas which will be mutually supportive. Failure to have an adequate plan for the development of graduate study and research will result in a dissipation of resources and the development of isolated islands of strength.

Without attempting to be directive, it is the opinion of the committee that what is needed in the present situation is a good deal more planning for the development not only of East Carolina College but of the entire system of higher education in the State of North Carolina than has been possible in the past. The recent strengthening of the staff of the Board of Higher Education provides resources to undertake the studies necessary for such planning of the entire higher educational enterprise in the State. It is the committee's opinion that any plan so developed would assign to the East Carolina College a major role in higher education in the state and that the institution would discharge its new responsibilities whatever they might be with the same vigor and dedication that has marked its efforts in the recent past.

The purpose of the North Carolina Board
of Higher Education shall be to plan and
promote the development of a sound, vigorous,
progressive, and coordinated system of higher
education in the State of North Carolina.